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ABSTRACT

Starting from the premise that guidance is a technique for facilitating learning and the development of youth, this booklet represents the thinking of teachers, administrators and college personnel about guidance related concepts. The guide deals with a comprehensive range of topics: (1) the history, needs and trends of elementary guidance in Oklahoma, (2) the philosophy, principles and objectives of elementary school guidance, (3) the developmental aspects and special needs of elementary school children, and (4) the responsibilities and competencies of the elementary school counselor. The bulk of the guide delineates the essential components of elementary school guidance programs. A short bibliography is included. (TL)

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A Guide for Elementary Guidance and Counseling In Oklahoma Schools

(K-6)

Materials Developed by
The State
Guidance and Counseling Committee
of
THE OKLAHOMA CURRICULUM
IMPROVEMENT COMMISSION

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION
D. D. Creech, Superintendent
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1970

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FOREWORD

The importance of adequate guidance services for all children in our Oklahoma schools cannot be overemphasized. We must focus our attention upon the needs of the individual and seek through the educative process to meet these needs.

Guidance is a point of view, a technique. Its chief purpose is to facilitate learning and development of our youth. The demands of this modern age are great, and only through the best guidance practices can we hope to give to each child the optimum help which he needs to meet those demands.

This guide dealing with concepts relating to guidance in the elementary schools is the product of the best thinking of a number of classroom teachers, administrators, college personnel, and the members of the State Guidance Division.

The State Department of Education acknowledges, with pride, the contribution which the Oklahoma Curriculum Improvement Commission, through the State Committee on Guidance and Counseling, and the Guidance Division staff, has made to the important area of elementary guidance.

This booklet is a revision of the tentative guide issued in 1967. We are deeply indebted to the elementary school counselors in the pilot programs who have contributed to our understanding and knowledge in this area.

Clearly set forth in this guide are many ideas relating to Elementary School Guidance. An examination of the Table of Contents will reveal the several topics treated. It is believed that this material will be very helpful to the Elementary School Guidance personnel, and that through our Elementary School Guidance Programs, our entire educational efforts will be made more meaningful.

D. D. Creech
State Superintendent of
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ACKNOWLEDGEMENTS

In June, 1958, the Oklahoma Curriculum Improvement Commission authorized the appointment of a State Committee to study the needs of guidance and counseling services in the schools of Oklahoma. This committee produced an excellent array of guidance materials which was published in January, 1961. This publication was titled, "A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools, Grades K-12." This was later revised and published in March, 1964. This publication has been received well by counselors both in and out of Oklahoma.

In 1966, the Oklahoma Curriculum Improvement Commission appointed a State Committee on guidance and counseling and requested that work be directed toward developing materials which were designed to provide specific helps for the elementary school counselor. This guide has been developed in response to this request.

The Oklahoma Curriculum Improvement Commission wishes to express its deep and sincere appreciation and thanks to all members of the committee who willingly and ably gave of their time and ability to prepare this guide. It is the hope of the commission that this guide will be used extensively by elementary school guidance personnel of the state.

Clifford Wright
Director of Curriculum and Executive Secretary of the
Oklahoma Curriculum Improvement Commission
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INTRODUCTION

In June, 1958, the Oklahoma Curriculum Improvement Commission appointed a State Commitee on Guidance and Counseling. This committee was charged with the responsibility of studying the guidance needs of Oklahoma elementary and secondary schools, as well as to formulate plans and procedures whereby the guidance and counseling services in these schools could be improved and refined.

A first edition of a handbook, or guide for counselors, was completed and delivered to the publisher in January, 1961. The committee was then requested by the Commission to remain intact and to continue its studies with the purpose of refining and improving the first edition at some future date. Accordingly, many meetings of the committee were held and many professional man-hours were given freely to the work, which resulted in the development of a new manual which was approved by the commission in February, 1964. This enlarged handbook was published in March, 1964.

In October, 1966, the Oklahoma Curriculum Improvement Commission, again, requested the State Committee on Guidance and Counseling to study problems relating to the guidance services for the Elementary Schools of Oklahoma. In 1967 the tentative publication was issued in response to this request.

This revised guide is presented after critical reviews by elementary school guidance personnel and counselor educators of Oklahoma. If this publication meets a need in public education in Oklahoma, your committee is pleased.

E. C. Hall, Chairman
State Committee for the Improvement
of Guidance and Counseling

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Section I

HISTORY, NEEDS AND TRENDS OF ELEMENTARY GUIDANCE IN OKLAHOMA SCHOOLS

A Brief History of Elementary School Guidance

The original Federal guidelines for writing State Plans for guidance and counseling under Title V-A, National Defense Education Act, did not provide for guidance and counseling at the elementary school level. In 1965, the guidelines for revising State Plans were published and furnished to the states. The Oklahoma State Plan for guidance and counseling under Title V-A, National Defense Education Act, was rewritten so that funds provided by this act could be used to assist in the financing of elementary school guidance and counseling programs.

During the first year of operation under the revised State Plan, 71 school districts provided guidance services in elementary schools. In the 1966-67 school year, 93 districts had organized elementary school guidance programs coordinated by a certified school counselor under Title V-A, National Defense Education Act. Since the inception of Title I, Elementary and Secondary Education Act, several elementary school guidance programs have been organized in areas where there was a large number of educationally and economically deprived elementary school children. By 1968-69, 112 elementary school counselors were employed in approved elementary school guidance programs in Oklahoma. In 1967-68, 1968-69 twelve pilot programs were functioning.

The number of elementary children who had the advantages of guidance services through Title V-A and Title I programs was 7 per cent of the total elementary school enrollment in Oklahoma as of 1967-68. By 1968-69 15% were in schools where approved elementary guidance programs were working. This is an increase of 100% over 1967-68. The large number of elementary school children who do not have the advantages of guidance services is only one of the many reasons why elementary guidance services should be expanded within the state.

The Needs For Guidance Services In The Elementary Schools

It is generally agreed that all children need adequate guidance in their elementary school days. The slow child, the disadvantaged child, the gifted child, the emotionally-disturbed child, and the so-called average child, all must have guidance if they are to achieve optimum development.

Not only is it agreed that adequate guidance services must be provided for all children and youth, it is generally accepted that adequate guidance services will prevent many problems from emerging in the lives of children.

The need for an early identification of pupils' needs and potentials has long been recognized. It is believed that an adequate guidance program at the elementary school level will aid in meeting this need. The needs and potentials of students are identified with only one thought in mind, and that is that effective planned programs may be initiated which will result in every child developing to his optimum.

Many facts suggest the need for adequate guidance services in our elementary schools. Today, our attention is focused on many problems of children and youth, some of which seen to defy solution; yet the professional point of view demands that nothing less than the best in guidance services will meet the need.

Young Americans must be awakened to their great potential. They must have the level of their aspirations lifted to the point of their potential. They must learn the satisfaction that hard work can bring. They must be taught to reject the "give me" philosophy. They must know that the satisfactions of life are brought through patient and proficient endeavor.

Education is more democratized in America than in any country in the world. yet some pupils never complete their work in the elementary school. This shameful waste of talent is to be deplored. The "drop out" rate of students is high at all levels of education. Bridgman has found that one-fourth of the recent male high school graduates and one-half of the female graduates in the upper 30 per cent ability levels never enter college. These conditions all suggest the need for increased emphasis for elementary guidance.

This is a changing world. Each year millions of children move with their parents across state lines and, indeed, to points the world over. The frequent changes in the school environment of these children often augment their adjustment problems. This would suggest that a guidance point of view be consistently applied in working with these migrant children.

It is now known that potential dropouts may be identified quite early in the elementary grades. The under-achiever and disinterested child indicate that an organized guidance program is needed in the elementary grades.

We must recognize that the strengths and weaknesses of a child may be academic, physical, or social. These should be discovered as early as possible in order to assist each pupil to mature in his understanding, his acceptance, and his sense of responsibility regarding himself.

Health problems can be of much concern to children as they move through the elementary school. Therefore, there should be regular physical checkups for all pupils. Teachers should be informed of any facet which might impair progress. Financial help may need to be given to parents that cannot financially provide for proper health services for their children. Hence, the guidance program and the elementary school counselor must concern themselves with the physical well being of every child.

Poverty pockets abound in our affluent society. The public schools serve children of all economic levels. It is well known that poverty, delinquency, and crime are frequently found in one and the same place. The child must know that through hard work and increased formal learning there is an acceptable answer to such problems.

Students should be introduced to "The World of Work" early in their school life. It is a well-known fact that many simply drift into their vocation or occupation. They enter a vocation or employment by accident rather than by design. It is anticipated that one of the functions of the elementary guidance program will be to help children become familiar with many ways an individual may earn a livelihood.

Children from lower economic levels infrequently participate in the social and activity life of the school. One of the greatest services the school can render is to encompass all youth in the social and activity life of their peers. The degree of social participation of the child with his peers is an indication of his usefulness as a mature citizen sometime later. The socialization of all elementary school youth must be one of the foremost objectives of elementary school guidance programs.

It has been said that America is producing many who are "economically illiterate." Research shows that families with incomes of $25,000 and above have far more frequent financial problems than families with an income of $3,000 and below. Monetary values and ideas relating to credit and management are not adequately understood by the masses. It is believed that through effective teaching and counseling programs in our elementary schools, this need can be, at least partially, met.

It is a well-known fact that many pupils, even with average and above abilities, do not achieve as well as their abilities would indicate they should achieve. Correlation studies frequently show the correlation between achievement and ability to be of the order .50 to .60. Through programs of guidance services in the elementary schools, this achievement lag should be lessened or even disappear.

Often, the efforts made to understand children and youth are superficial. It is an accepted fact that child behavior is very complex, and that every child is unique. There must be on the part of every teacher and counselor a constant effort to better know and understand every facet of child behavior. Only when the child is thoroughly understood are we in a position to work with him effectively.

Many are familiar with the "dropout" and his many problems. It has been suggested that many of this number are only "squeezeouts." That is, they have found so little in the curriculum that was helpful and challenging to them that they are simply "squeezed out." This should suggest not only the need for curricular adaptations, but a constant, continuous, and comprehensive scheme of evaluation of the elementary guidance services to the end that the curriculum will meet the needs of all boys and girls it seeks to serve.

Issues and problems relating to interpersonal and intergroup relationships loom large today. An effective program of human relations which will become operative in every American school is essential. We can no longer evade our responsibility in this important area of human endeavor. Through our teaching and guidance programs, we must aid all pupils in developing understandings, attitudes, and appreciations of problems which arise because of differences of people due to race, creed, and color. The school guidance program is in a position to aid appreciably this noble effort.

No one would question the fact that this is a highly competitive age. It is an age of the survival of the fittest—an age in which only the best is good enough. Yet, in this competitive age, there must be an acceptable place in our social order for every child who earnestly seeks to do his best. A guidance point of view suggests that we will settle for nothing less. Hence, our responsibility is, in part, to help every child find that place where he can be productive and happy in a demanding world.

The home life of many children is not satisfying. More homes were dissolved than were formed in Oklahoma County in the decade 1957-1967. It is difficult to know the impact which home conditions make on the life of the child. Likewise, it is well to recall that the child is fortunate indeed who comes from the well-ordered household. Realizing the great importance of the home in the life of the child demands the best effort on the part of both teacher and counselor in dealing with every child and in working with the parents of all youth.

The value system by which we live today is being re-examined, if not totally challenged. Every child, to be happy, must arrive at and be able to apply a satisfying philosophy of life in various aspects of living. To live by a superficial philosophy is damaging, if not disastrous. To develop and live by a wholesome and satisfying set of values is not only pleasing to the child but will enable him to be of great service to his peers and, later, to society. In this respect, the school and the counselor must be of positive assistance to every child.

Through the entire program of the elementary school and certainly through the work of the elementary school counselor, the school must aid every child in lifting his level of aspirations, in developing a feeling of wholesome concern about his own welfare and the welfare of others, in placing within each child proper incentives for the work at hand, and in providing that help for every child which will enable him to feel the thrill of success.

All elementary school personnel and guidance counselors of the state should be familiar with every federal, state, and local effort which is and will be made to serve the needs and interests of the pre-school child. These include all constructive programs which are operative and will be proposed in the area of early childhood education.

Trends In Guidance In The Elementary Schools

The needs of children have been evident to teachers and administrators for many decades, but only within the last few years have signs and evidences appeared that suggest the development of guidance programs at the elementary school level. These developments are now sufficiently advanced to permit one to anticipate or predict trends that appear in the making.

It is expected that there will be a great expansion of guidance at the elementary school level during the next decade. The likely trends in elementary school guidance are:

1. There will be a concerted effort on the part of many groups at the local, state and national level to define the role, the purposes, the functions and objectives of the guidance program at the elementary school level as well as a continuing effort to integrate all aspects of the total school program—guidance, curriculum and administration—into a unified program of education which will be better able to utilize all of its resources in the interest of the child.

2. There will be a continued effort to more accurately define the role and responsibilities of the school counselor at the elementary school level.

3. There will be a major effort made to define what the professional training for the elementary school counselor should be.

4. There will be major efforts made in most states to develop a certificate program for the certification of the elementary counselor with standards comparable, but not necessarily the same, as the standards established for secondary school counselors. A minimum of two years preparation beyond the bachelor's degree will be required for top level certification.

5. There will be a major effort to develop a more specific and acceptable philosophy of guidance which will fit both the elementary and secondary school program and provide meaning and purpose as well as common objectives for programs at both levels.

6. There will be a more definite and almost universal acceptance of a mental health and developmental approach to guidance at the elementary school level.

7. There will be continued emphasis upon the use of standardized tests and measurement devices.

8. There wlll be, due to the new emphasis on elementary guidance, a concerted effort toward long term planning and the coordination of guidance programs at all levels to insure for the individual student the benefits which guidance has to offer from the day he enters school until he graduates.

9. There will be greatly extended programs of group guidance for both students and parents.

10. There is likely to be greatly extended in-service training programs aimed at assisting the faculty to develop understanding of their responsibilities of the guidance program in their particular school.

11. This is almost sure to be an expansion and improvement of facilities for conducting the guidance program including better facilities for records, better individual and group testing, better waiting rooms, better conference rooms, better methods for displaying information, better professional libraries and better individual counseling.

12. There will be a more concerted effort made to establish responsibilities for the dispensing of vocational information and vocational guidance at the elementary school level.

13. There will be continued and increased use of teachers in the guidance program at the elementary school level even though there will be an increase in professional personnel in the program.

14. There will be a greatly increased elementary counselor-parent relationship in an effort to help the parent make a more positive contribution to the wholesome development of children.

15. There will be further merging of the various practices of the many agencies dealing with pupil problems into a unified operation or framework which we have designated as "student personnel services."

16. There will be a continued emphasis in guidance upon the individual pupil but there will also be much greater recognition of the social responsibilities of both education and guidance.

17. There is almost sure to be development of new administrative patterns and new job titles as guidance needs continue to emerge and expand.

18. There will be further progress in resolving many of the major conflicting issues and problems in guidance which may be hindering progress in the field and preventing the full use of all guidance resources. Particularly will progress be made in reaching more satisfactory positions about such problems and issues as the following:

a. Determination of persons who will do guidance in the elementary school—the teachers and school counselors, social worker and/or psychologist.

b. The achievement of a more realistic understanding of the relationship between guidance, counseling, and discipline.

c. Resolution of such problems as whether or not the counselor should have teaching and work experience as a part of his certification requirements.

d. Establishing a more realistic counselor-pupil ratio in the elementary school.

e. Determining how the counselor should divide his time among the various duties and responsibilities which are assigned to him. How much of his time should be devoted to counseling with students? With teachers? With parents? Should be devoted to duties? What responsibilities should receive priority rank?

f. Clarification of the counselor's major duties and functions at the elementary school level.

g. Determining the extent to which counseling information should be considered confidential. If confidences are to be shared, with whom? and under what conditions?

h. Clarification of the counselor's legal responsibilities.

i. The clarification of relationships with out-of-school agencies.

j. The degree and extent to which test information should be shared with parents.

Section II

PHILOSOPHY, PRINCIPLES AND OBJECTIVES OF ELEMENTARY SCHOOL GUIDANCE

Philosophy of Elementary School Guidance

A movement which has existed for any extended period of time has a philosophical foundation which has developed with the movement. Guidance is no exception. Today guidance has an incomplete but maturing philosophy which has developed largely from four major sources.

First, the major concepts and points of view which guided the movement at its inception and which developed from the special conditions, circumstances and needs were responsible for the launching of the movement. No movement can entirely escape or reject its own history nor should it desire to do so provided its foundational concepts have been instrumental in building a rich tradition and developing values which have gained wide acceptance for the movement.

Second, we cannot overlook the contributions made by other movements with which guidance has been identified. Possibly more movements developed during the ten year period just before and just after the launching of the guidance movement than during any other period in history. Some of the movements developing concurrently with guidance were: the testing movement, Freudian psychology, the mental hygiene movement, the child guidance movement, industrial, college and government personnel work, the social welfare movement.

Third, the adaptations which guidance has made to the special demands made on the movement by the culture and the society in which it has developed is also a part of its heritage. The fact that guidance in this country has developed in a democracy has placed certain obligations and responsibilities upon the movement which has been accepted as a part of the philosophical framework of guidance. This influence has also determined many of the values now accepted as major philosophical tenets. While the guidance movement was initiated outside of the field of education, it almost immediately found its home within the school environment and has grown to become a vital aspect of education through most of its history. This development is also a part of the heritage of guidance which is handed down to the emerging elementary school program.

Finally, certain changes, additions, and adaptations to the historical and traditional concepts of guidance have come as it changed its emphasis and took on new responsibilities. Whenever an established movement takes on new responsibilities or changes its emphasis or whenever the society or social agencies of which it is a part changes its own direction, significant changes will be forced upon all other units within the movement. The present emphasis on elementary guidance, for instance, is almost sure to influence the whole guidance movement, but elementary guidance in turn must accept and make adaptations to the heritage which is transmitted to it if it is to remain a vital part of the movement as a whole.

The major philosophical concepts of any movement whose major services and responsibilities are to people must start with concepts of the individual. For the secondary school guidance program this implies the adolescent, and for elementary school guidance it implies the child. It was a concern for the individual which started the guidance movement. This is not only the major heritage of guidance, but the focal point of any philosophy of guidance. For guidance people, the individual is unique. He is the most important aspect in guidance and education. All guidance programs begin with and reflect this point of view and this concern.

But concern alone is not enough, nor is it enough to merely recognize that man is unique. There must be a hard-nosed faith in the individual's ability to muster the personal resources to work toward a solution of his problems. To deny the individual the right to utilize his own initiative and his own resources in attempting to solve his problems, is to deny the worth and dignity of the individual. One of the major issues for the elementary school guidance worker to resolve is to determine how far this particular principle is practical for elementary school youth.

Guidance seeks to assist the individual in releasing the great potential he possesses at each developmental stage. Thus, guidance places faith in the individual's ability to solve his own problems when proper helps are provided.

Another concept in guidance has been derived from the emphasis placed upon individual differences. Every child is different, and these differences should be considered insofar as this is possible. While the child should be taught to respect those factors which he has in common with other youth, he should also be taught to respect his own uniqueness. The most important thing about any individual may be the way he differs from others.

Exploring his differences, being aware of just how he is different, learning to accept and understand his differences, are a part of the growth process. They are essential to the individual understanding his strengths and limitations. Without such basic self-understanding and self-knowledge, the individual cannot achieve a position where he can make intelligent and realistic decisions.

There are five basic concepts present from the very beginning of the guidance movement, which are basic tenets in any philosophy of guidance even at the present time. These five concepts are:

1. A deep concern for the individual and what happens to him as he attempts to make his adjustments to life.
2. A recognition of the uniqueness and worth of the individual.
3. The acceptance of the individual as the most important aspect of education.
4. The emphasis on the importance of individual differences in dealing with the individual and developing a program of education to meet his needs.
5. A recognition of the rights of the individual to make his own decisions based on a faith that the individual has the resources and potential within himself to solve his problems.

Principles of Elementary School Guidance

It is a well known fact that every effective elemetary guidance program must be undergirded by certain basic assumptions, concepts, and principles. These assumptions, concepts and principles simply represent what we think, feel and believe concerning the Elementary School Guidance Program.

It is believed that the following principles are basic to any effective elementary guidance program.

1. Guidance at the elementary school level is for all students. It recognizes that **all** pupils will need guidance. It is not, therefore, just concerned with problem cases or remedial cases.

2. Guidance should be a continuous ongoing process which begins the day the child enters school and continues until his formal education has been completed. The emphasis on guidance at the elementary school level recognized that it is a part of the total program of guidance and that when it is not available at all levels, it weakens the structure at all other levels. Elementary school guidance, therefore, has a responsibility to guidance at all other school levels.

3. Guidance to be effective, must be a systematically organized program depending upon the full cooperation and planning of the administration, teachers, counselors, and all other school personnel. It cannot be left to chance or permitted to grow up without direction and purpose.

4. Guidance at the elementary school level will function best when the guidance program is recognized as a definite aspect of the total educational program of the school.

5. Guidance at the elementary school level is pupil centered rather than subject matter or program centered.
6. Guidance to be effective must be based upon the needs of the individual pupil.
7. Guidance at the elementary school level is concerned with the development of the whole child.
8. Guidance at the elementary school level is preventive as well as remedial and is based on sound principles of good mental health.
9. The classroom teacher is recognized as a key person in the guidance program at the elementary school level.
10. Guidance at the elementary school level is based on the assumption that adaptations of the curriculum will be made when such adaptations are needed to meet the needs of the individual student.
11. Guidance at the elementary school level is based on a recognition of individual differences in all aspects of dealing with children and young people.
12. Guidance at the elementary school level is based on a firm belief that pupil conduct can be modified and changed.
13. Guidance at the elementary school level recognizes the worth and dignity of each pupil and the school will organize the guidance program on the basis of this principle.
14. Guidance at the elementary school level is based on the assumption that the guidance emphasis in the school should be organized to develop an increased degree of self-direction, self-discipline, and self-guidance in each pupil.
15. Guidance is based on the assumption that each child must be accepted and understood if he is to be helped to grow and learn as he should.
16. Guidance at the elementary school level is recognized as a developmental process dedicated to helping each pupil fulfill his growth potential by completing the developmental tasks he should complete at each growth stage.
17. Guidance at the elementary school level is based on the assumption that the home and school will coordinate their efforts in the guidance of pupils.
18. Guidance at the elementary school level is based on the assumption that all pupils need an accepting environment which will be supportive in nature if they are to be helped to grow as they should.
19. Guidance at the elementary school level is recognized as a helping profession.

Objectives For The Elementary School Guidance Program

With the discussion of the philosophy and principles of elementary school guidance which has just been presented, the following objectives are considered as basic to the elementary school guidance program:

1. To assist teachers, counselors and other school personnel to develop an atmosphere and climate in the school which will enable each student to explore and develop all of his abilities, interests, and unique personal qualities and to use these qualities in making personal, educational and vocational choices and decisions.

2. To assist the school to develop a continuous and consistent program of guidance based on the needs of students.

3. To assist teachers, counselors and other school personnel to engage in continuous study of the individual student which will help them recognize their responsibility for individualizing the educational offering of the school to meet the needs of pupils.

4. To provide experiences which will help students to explore and gain insight in, and understanding of, their own growth processes.

5. To develop programs which will sensitize teachers, counselors and other school personnel to the importance of the development of the whole child rather than to isolated aspects of his development.

6. To assist each child to become familiar with the developmental tasks which should be occupying his attention at various growth stages, and assist him in evaluating how well he is mastering the tasks he should be mastering at a particular stage in his development as a means of developing goals which will help him establish readiness for continued growth and development.

7. To provide an inventory program which will include results from test scores, case studies, anecdotal records, educational progress and other information which can be used by parents, teachers, counselors and other school personnel in the interest of the child.

8. To develop an information service which will provide parents, teachers, counselors, pupils and other school personnel information which can be used in the guidance of the child.

9. To provide a parent information and counseling program which will assist parents achieve a better understanding of their role in guiding the child and how they can cooperate more effectively with the school in their efforts to help the child.

10. To develop an information program which will provide children and parents and school personnel with information which can be used to provide children a better understanding of, and insight into, their own growth and adjustment problems.

11. To help each staff member achieve a better understanding of guidance and the role he is to play in the program in order to be more effective in working with children.

12. To assist in identifying those students in the school who may need special help if they are to develop their fullest potential.

13. To assist in developing the total school program on a preventative as well as a remedial basis through the encouragement of good sound mental health practices by the entire staff.

14. To develop group programs and encourage the participation of teachers, counselors and parents in such programs when they serve their needs.

15. To provide an orientation program for new students, transfer students and new teachers who are to become a part of the school program.

16. To provide an in-service program for teachers which will keep them informed of new methods, techniques and trends which are developing and which will make them more effective participants in the guidance program.

17. To make wide use of various resources in the community in the interest of pupils.

18. To assist in the coordination of the guidance program with the total educational program of the school including various other student personnel services in order to avoid unnecessary duplication, and to assign responsibilities in such a way as to avoid unnecessary friction in carrying out various duties.

19. To assist in the development of an ongoing research program which will develop new and more effective methods of working with children, to help in improving old methods and provide the type of information which every school needs in order to provide the type of curriculum which will best serve young people in a particular community.

20. To assist in the placement of young people in classes where they will be accepted and where they can achieve with a minimum of anxiety and friction which interferes with learning.

21. To develop referral services which will be available to parents, teachers, counselors and other school personnel who may want to utilize such services in the interest of children.

22. To provide a counseling service which will be available to parents and pupils as they need such services.

23. To cooperate with other agencies in the school to develop a sound mental health atmosphere in the school.

24. To develop methods of evaluating the guidance program in order to discover weak spots in the program which may need improving and to determine how well the program is serving the purposes it should serve in the school.

25. To provide elementary school children a basic understanding of the world of work and the multiplicity of ways by which man in our society earns a living.

26. To assist the elementary school child to develop an awareness that he is, even during the formative years, building a background which will determine what vocational choices he will be able to make at later developmental periods.

Section III

GROWTH, DEVELOPMENTAL ASPECTS, AND SPECIAL NEEDS OF ELEMENTARY SCHOOL YOUTH

Teachers, counselors and parents are beginning to realize that working successfully with young people at all age levels demands far greater attention to an understanding of how the young person grows and develops than has been the practice in the past. If we are to understand the youngster and his particular life style, determine his state of readiness for various types of experiences, provide him the guidance he needs to complete successfully the developmental tasks with which he should be dealing at various age and developmental levels, motivate him to a realistic level of self-acceptance and self-confidence, assist him establish realistic and down-to-earth goals, and provide him with the type of experiences which will help him achieve his goals, it may be just as important for the teacher, counselor and parent to know the growth and development aspects of the youngster's life as it is to know the subject matter which is taught and the methods and techniques of counseling. Knowledge of one without the other may be self-defeating to all the purposes to be attained with youngsters. It is not unrealistic to expect the teacher and the counselor to spend as much time studying the youngster they are to teach and counsel as they spend in preparing for these other important tasks. In fact, helping the teacher and the parent understand children and their relationship to them may be one of the most strategic undertakings for the elementary school counselor.

A beginning point in understanding children is to become familiar with their growth and development characteristics, tendencies and potentialities. What are the elementary school youngsters like? How do they differ from each other? What are their common characteristics? What is the significance of their differences? What are their interests, their needs, their problems? How are they progressing in completing the developmental tasks they should be preoccupied with at a stated time? What specifically do I need to know about them in order to understand them better?

The characteristics and needs for the various elementary school age youngsters which follow can act as both a review and a guide for teachers, parents and counselors who are working with this age youngster. Emphasis has been placed on listing characteristics, tendencies and needs which are important in understanding some of the behavior of elementary school youngsters. In studying the characteristics and tendencies which have been listed, it is well to keep in mind that there is actually no such thing as a typical six year old or seven, eight or nine year old. Any child of a given chronological age may be a year or two advanced, or he may be immature for his age. Thus, a child of six may in some aspects of his development be more like a four or five year old than what is ordinarily associated with a six year old. In many respects, the six year old is a mixture of several ages and may show characteristics of each of these ages in his behavior. There are, however, well established norms of characteristics which should be common for a child who is six years old. These norms only have meaning when the facts stated above are recognized. The majority of six year olds will display some of the characteristics listed below, but the characteristics which any six year old may display which are different from the characteristics usually expected for this age youngster, may be the most significant thing about him. The above statements are just as true for the other age levels which will be discussed.

THE SIX YEAR OLD

1. At six, growth relatively slow and steady. An annual growth of two to three inches in height and three to six pounds in weight normally expected.
2. High activity level, almost in perpetual motion. Likes to run, climb, jump. Can remain still for only short periods. Easily fatigued.
3. Being more self-sufficient, can brush teeth, comb hair, dress self, but may need help with such details as tying shoe strings. Responsibility for limited home tasks can be taught.
4. Both fears and admires father. Will usually select him as the adult identifying figure if a boy.
5. Can make distinctions verbally between such things as night and day, morning and afternoon and can learn to tell time. Has difficult time verbalizing about self or stating what may be disturbing him.
6. Curious and eager to learn. Ready for new experiences. A good teaching and learning period.
7. Coordination sufficient for most common tasks such as carrying trays, setting table, wiping dishes, cutting and pasting, going to familiar places alone, but he may be clumsy and crude in use of hands when he has to do tedious tasks.
8. Disposed to show off, giggle and act silly. Frequently noisy, rebellious, restless.
9. Daring and confidence may frequently lead six year old to undertake activities beyond his ability, experience and skill level.
10. Emotions volatile. Self-assertive, aggressive, less cooperative than earlier, keenly competitive and often boastful. May still have temper tantrums.
11. Extremely self-centered, but beginning to show more consideration for others. Don't expect miracles.
12. Inconsistent in level of maturity displayed. May be aggressive, regressive, surly, compliant. Moody when fatigued.
13. Becoming more and more conscious of the world outside the home. Great need for friends own age. Neighborhood playmates become important but may change "best friend" frequently.
14. Likely to display poor manners. Inconsiderate of others. Must be reminded to take turns. Self-assertiveness often leads to rudeness and bullying.

15. Learns best through actual participation and involvement and when he can set his own pace. May become disorganized when hurried or pressured.

16. If not adequately prepared, may be very fearful and even panic when entering school for the first time.

17. Has difficulty making up his mind. Not as sure of self as at five. Poor decision maker. May have difficult time making himself understood. Difficult for him to characterize his feelings.

18. Apt to be somewhat of a cry-baby and complainer.

19. Group play becoming more important, but may still follow his own interests in the group setting.

20. Independent to the extreme. May refuse help from others even when he is making no progress on his own. He is learning to assert his own rights.

21. Jealousy shows in relationship to other children's possessions and sibling relationships.

22. Frequently justifies failures on causes outside himself and projects blame for own behavior which he cannot accept onto others.

23. Likes having a common enemy with another friend. Also likes sharing secrets with close friend.

24. Likes riddles and jokes on other people, but not on himself. Usually has not developed sense of humor.

25. Notices sex differences and asks pointed questions about birth, pregnancy, and stories told by playmates which he does not understand. Sometimes swears and tells sex stories which he may not completely understand.

26. Radio and television becomes favorite pastime. He likes movies, but often too restless to sit through long pictures. Both television and movies may stimulate fears.

27. Susceptible to many childhood diseases, particularly colds.

28. Upon entering school, may revert to earlier tensional behavior such as thumb sucking, nail biting, temper tantrums, and occasional toilet lapses.

29. The average six year old shows little discriminatory behavior toward children of other races.

30. Still parent, teacher, and adult orientated, but peer groups becoming more important. He wants to satisfy adults despite pull of peers.

31. Tattling is common and may be an attempt to attract favorable attention from adults or to verify or secure approval of his own standards.

32. No longer needs day time nap, but needs eleven or twelve hours sleep.

33. Over-all, the six year old thinks well of himself.

SPECIAL NEEDS OF THE SIX YEAR OLDS

1. Opportunities to explore and do things for himself that are essential to his development.

2. Order and routines both at home and at school which will give the youngster a feeling of security.

3. Acceptance, encouragement, patience, warmth, support from understanding adults, approval, and reassurance.

4. Opportunities to participate and engage in activities which will involve the use of the whole self.

5. Intelligent and wise supervision and guidance which will present opportunities for the youngster to use his own initiative.

6. Vigorous exercise to increase heart and respiratory action which will help build endurance. Needs help also in developing ability to pace self so that he will not become overly fatigued.

7. Opportunities to gain recognition for achievement with both peers and important adults in their lives.

8. Opportunities and guidance in learning to make adjustments and gain acceptance of his peers, and to make friends within his own age group.

9. Opportunities to develop responsibility but without pressure to engage in activities beyond his ability level.

10. Individualized guidance in setting goals which will assist him to complete the developmental tasks in which he should be engaged.

11. Opportunities to learn emotional controls and self-discipline which is appropriate for his age and developmental level.

12. Opportunities to widen his interests, engage in spontaneous types of activities.

13. Love and affection.

14. Opportunities to develop appropriate levels of confidence and self-respect.

15. To recognize the existence of fears and gaining help and guidance in learning to deal with them more effectively.

16. To engage in concrete types of learning activities.

17. Opportunities to develop small muscles.

18. To learn to cope with failure and to establish a sense of accomplishment.

19. Opportunities to engage in activities which will gain respect from his peers.

THE SEVEN YEAR OLD

1. At seven growth still slow and steady. Adds about 2 to 3 inches in height and 3 to 6 pounds in weight. Heart continues to grow rapidly.

2. Takes part in group play, boys prefer games that do not require a great deal of skill such as follow the leader, unorganized baseball, basketball, football, bicycle riding. Girls prefer playing house, school, nurse, cutting dolls, etc. More cautious and less inclined to take chances than at six.

3. Makes collections of almost everything. Likes to handle toads, insects, worms. Likes trips to the woods, excursions, visits to zoo, planned special programs.

4. Establishes wider community contacts. Many now belong to few loosely organized groups in church and YM and YW. Sensi-

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tive to criticism. Peer groups becoming more important. They usually prefer small groups to large groups. Often one special friend.

5. Simple crafts, art, drama on a spontaneous basis, especially puppets and pantomime, absorbs attention. They like singing and music when cast on their level.

6. Questions about sex temporarily declines at seven. Sex modesty developing.

7. Interests of boys and girls diverging. Less play together.

8. Sensitive to feelings and attitudes of other children and adults. Frequently worries about his status in family and school. Wants approval of people. Gets along better with children outside family as well as siblings. Less jealousy, but it still exists; so does fighting, but socially undesirable behavior on wane.

9. Attention span greater.

10. Activities in which they may engage show wide range of interests. Boys now interested in carpentry and can learn to use several tools. Can even learn to saw fairly straight line.

11. Carries on conversation about ideas, events and things, but usually on simple and brief basis.

12. Can begin to learn foreign language.

13. Still inclined to be selfish, but more thoughtful of others. More capable of learning some service projects and sharing. Idea of being fair becoming important. Can handle many routine and small chores about home. Recognition of property rights not yet well established.

14. Does not yet know how to pace self to avoid fatigue. Still restless and fidgety.

15. Is cautious and self-critical, anxious to do things well and please parents and teachers.

16. Emotional controls still in process of becoming. Easily discouraged and upset. Subject to moods, but they may not last long. The seven year old has few ways to release tensions on realistic basis.

17. Talkative, prone to exaggerate. Quite frequently, children at seven—possibly most of them—experience tendency to lie, cheat and steal. Such behavior may be result of tensions felt at home and at school. He is inclined to fight verbally rather than physically. Extremely competitive at times.

18. Grasps basic idea of addition and subtraction. Some make great progress with symbols.

19. Individual differences become more significant and more pronounced, but just being themselves still difficult for most to attain.

20. Reads comic books avidly.

21. Still lacks sense of humor and often does not react to humor. Can't stand to be laughed at.

22. Nervous habits such as nail biting, tongue sucking, scratching, blinking eyes, pulling ear, are still common; more prevalent at seven for girls than boys.

23. Negative behavior at times seems to be without cause. Shows up in relationship to parents and others in authority despite the fact they want parent understanding. Frequently shows stubborn streak and defies authority. May argue about what he is expected to do, but usually does it.

24. Possessive about affection and attention from parents and teachers. Frequently finds it difficult to share relationships with brothers, sisters and classmates. Still likely to think parents know everything. They brag about it and imitate their mannerisms and standards.

25. The possibility of not being in favor with parents, teachers and age mates, death, loss of mother, failing in school and physical harm greatest sources of worry for seven year old.

26. Likely to set goals which are unrealistic and beyond ability or experience to perform or achieve.

27. Judgment of what is right and wrong generally accepted from parents and teachers. Acceptance of peer standards over adult standards comes much later.

28. Keeping seven year old on schedule difficult. They have their own priorities which they are stubborn in giving up.

29. Less aggressive, but more fearful of social demands.

30. Vulnerability to childhood diseases still noticable, but they are gradually becoming more immune.

31. Still inconsistent and unstable in decision making.

32. Worship spontaneous and brief, but becoming more important. Interested in Bible stories, God, Jesus, Heaven and angels.

33. Size perception beginning to form more definitely. Can judge some distances and sizes of some objects fairly accurately. Also developing rudimentary understanding of time and monetary values.

SPECIAL NEEDS OF THE SEVEN YEAR OLDS

The needs of the seven year old are essentially the same as for the six year old, but because he is growing he has such additional needs as the following:

1. Opportunities to participate in learning situations where he will be able to consider with other youngsters moral and religious values and concepts.
2. The right combination of independence and encouraging support so that he can feel free to explore with safety and security.
3. Further evaluation of how he is progressing with his developmental tasks.
4. Warm, encouraging, supportive help from adults in making some of the more difficult adjustments he will have to face at this stage in his development.

THE EIGHT YEAR OLDS

1. Growth lag still slow and continues for both boys and girls.
2. Health usually good and has boundless energy. Appetite also unusually good, fewer food refusals.
3. Becoming aware of differences between his own home

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and home of others. Also sees the difference in way parents deal with children.

4. Slightly greater sense of responsibility. Can run errands, make purchases, take responsibility for own clothes and generally more reliable about following instructions. Can take care of own room. Still needs to be supervised and reminded.

5. Choice of friends not influenced by social or economic status. Likely to be from own neighborhood. Choice of friends may bother parents. Makes concerted effort to carry on social conversation—still clumsy in his efforts and may find it difficult to make self understood. Both boys and girls like to torment each other.

6. Curiosity about differences between sexes and how babies come into the world indicates increasing interest in sex and suggests importance of giving truthful answers. Have questions about sex functions of their own bodies. Usually have more sex knowledge than parents realize and may be more clean than parents suspect although they often indulge in dirty jokes particularly with sex and anal reference.

7. Emotionally becoming more stable, has fewer temper tantrums by discovering that they often do not get the results he obtained with such methods earlier. Fears and worries decreased from six and seven. Less impulsive and noisy and boisterous. Still a great deal of bickering in play with others. May begin to accept blame and feel guilt. It remains difficult for him to apologize. He wants so much to be grown up at eight, but still cries when he is tired, frightened, or overly disappointed.

8. Desires prestige and may seek it by size, boasting, overdramatization.

9. Enjoys school, but often pretends that he hates every minute of it.

10. Goals simple and usually poorly defined.

11. Hates nagging and being continually reminded. Resistance to authority may be strong at eight.

12. Is developing abstract concepts such as what is accepted as "good" or "bad."

13. Interested in past as well as present, but has little concept of future. Is largely present orientated.

14. Questions about science. Just beginning to understand cause and effect relationships.

15. In general has good pronunciation and uses good grammar. Has some relapses.

16. Interested in religion but may develop first skepticism about what he knows and what has been told him. Prayer as a means of worship becoming more important.

17. Jealousy of relationship of mother and father may develop.

18. Knowledge of good manners, doesn't always practice what he knows, but is improving.

19. Makes practical use of common tools such as hammer, saw, screw driver, wrenches, and simple garden instruments.

20. Myopia (near-sightedness) may develop around eight. Many eye defects which develop at this age can be corrected. Teeth forming rapidly need special attention. Period of dental neglect.

21. Nervous mannerisms still persist. Nail biting, tongue sucking, scratching, etc., most common.

22. Now dreams less frequently, and when he does dream they are not as disturbing as at six and seven.

23. Over-taxing the heart should be avoided. Parents and teachers should see that children do not compete with those who are stronger and more mature physically.

24. Beginning to become more peer-orientated, but still likes to have approval and good will of adults. Often forms strong attachments to children of own sex.

25. Plays team games but still likes to make own rules. Plays better in groups when supervised.

26. Reads comic books as avidly as during the sixth and seventh years. Reading interests vary widely, however, but he should be able to read fairly well and for his own pleasure. Girls read more than boys. Boys largely interested in adventure stories, girls prefer a romantic setting.

27. Shows first real interest in far away places and foreign people.

28. Takes self seriously and wants to be taken seriously by others.

29. Tied to mother's apron strings, seeks all of her attention but has many ambivalent feelings. Wants to go places without asking and when angry with parents, may toy with the idea of running away, or the idea that he is not their child.

30. Gains satisfaction and pride in producing own objects and gaining recognition from other noticable achievements.

31. Developing wider range of interests and longer attention span.

32. The eight year old loves pets and takes more responsibility in caring for them.

33. Usually happy-go-lucky and more relaxed than at six or seven.

34. Usually critical of self and others, but is hurt when criticism comes to him.

35. Very dramatic, and tells imaginative tales with some basis of truth.

36. Vocabulary averages about 7500 words, including many adverbs and adjectives.

Special Needs of the Eight Year Olds

Essentially the same needs as for the sixth and seventh years plus the following additional needs:

1. A continued need for love, security, success, belonging, new experience, independence and acceptance.

2. Guidance and encouragement in seeing that he carries out his responsibilities.
3. Opportunities to work in informal groups with peer groups outside of class, particularly in extra class activities.
4. Opportunities to develop a few good friends and one or two best friends.
5. Opportunities to develop new skills for the new interests he has developed.
6. A chance to try out new ideas.
7. Aid with developmental tasks.
8. Help in establishing goals and purposes.
9. A chance to resolve fears and anxieties.
10. A better understanding of the growth process.
11. Appropriate sex information.
12. A chance to develop better problem solving techniques and contacts with adults with whom he can communicate when he has serious problems.

The Nine Year Olds

1. Slow, steady growth continues. Girls still out distance boys. Some children reach a temporary growth plateau preceding the preadolescent growth spurt.
2. The average nine year old is in the fourth grade. The slow developers will still be in the third grade and a small number of fast growers may be in fifth grade.
3. Individual differences become distinct at nine. Abilities now apparent. Areas in which the child has not developed skills which he should have developed and which are characteristic for his age and grade likely to be most noticable at fourth grade level.
4. Beginning to become peer-orientated rather than parent-teacher-orientated.
5. Brothers and sisters allies one minute and antagonists the next. They are, however, learning to get along better and defend each other against outsiders and sometimes team-up against parents.
6. Demands weekly allowance. They are likely to be inconsistent in handling it. They like to save and they like to spend. They may drive hard bargains.
7. Competition in school and in ordinary play activities a strong force. May not stand pressures of competition well. Coordination is better but deficiencies noticable.
8. Failure habit may be established for many.
9. Emotions may be flighty, intense, and bewildering to the child as well as to parents. Develops an "I don't care attitude" when things get too much for him. Can, however, take a great deal more criticism without being depressed. Very likely to revert to earlier and more childish behavior during periods of stress.
10. Daily life with junior at nine may become a chain of irritations about little things. He lives at the extreme of moodiness

and exuberance. Emotions intense. He remains inconsistent in his behavior over long periods of time.

11. Development of bodily changes may cause drastic changes in nine year old's self-concept. Bodily changes may also prompt him to be overly concerned about appearance and prompt him to spend great deal of time before mirror. Is reason why he demands privacy.

12. Efforts to assert independence may take form of refusal to obey at school and at home. Defiance of authority rather common. Frequently, even those youngsters who obviously love their parents develop periods of irritability, distrust and suspicion.

13. Deficiencies in completing key developmental tasks likely to be particularly noticeable and stand out at this period. Many find this a period of disequilibrium in growth and development. Lack of understanding of own growth and development may cause nine year old to question his own abilities and a loss of self-esteem.

14. May be stubborn in insisting adults unfair and unreasonable or too strict.

15. Gives attention to immediate rather than distant goals. Is just beginning to understand future and its importance to him. Still does not understand himself or his world in terms of long range purposes and goals.

16. Inability to read and use symbols particularly noticeable at nine. Reading difficulties for some may become so pronounced that child's social and emotional development may be hindered.

17. Hostility toward others develop particularly toward parents and other adults. May be outgrowth of "gang" attitudes toward outsiders or uncertainties he may be experiencing.

18. Interest in checkers, dominoes, monopoly and other simple games developing for both sexes. Also an interest in team play, but may still resent pressure to abide by group decisions. He gains confidence in himself if he can gain skill in games which permit him to excel.

19. Very often cannot explain in logical manner and reasons why he has indulged in types of behavior which has made discipline necessary.

20. Fond of just fooling around with kids in the home neighborhood.

21. Consistency in carrying out individual justice.

22. Delinquency more likely to start at nine and ten than during adolescence.

23. Greater feeling of security because he is able to take care of himself more effectively and make more realistic adjustment to his problems.

24. Lack of social poise reflected in silliness. giggling, and boisterous laughter.

25. Socially both girls and boys are self-conscious when in each other's presence. They have not learned to play easily together. Many girls are disturbed over bodily contacts with boys, but may

still engage in some rough and tumble play with each other.

26. Manipulative skills involving small muscles developing at faster rate.

27. Negative attitudes toward physical appearance common. Many may even wish they were someone else and state frankly that they do not like themselves as they are.

28. Daydreams and indulges in fantasy less than at seven and eight but night dreams may again become disturbing. Nightmares frequent. Also indulges in wild daydreams of the comic strip type.

29. Usually quick to assert what he thinks are his rights, especially concerning property. He may also be quick to stand up for the rights of others.

30. Stealing and lying may be a sign of immaturity which he may outgrow if handled wisely.

31. Often sibling relationships antagonistic despite relationships on a more solid basis outside of the home.

32. Has good sense of rhythm and grace of bodily movement. Continues to improve until next growth period.

33. Posture may continue to be poor and may be symptomatic, indicating chronic infection, fatigue, malnutrition, orthopedic troubles, emotional maladjustment.

34. Prone to accidents more than in past periods, due mostly to increased activities.

35. Questions about own sex functions.

36. Ready for leadership roles in play and some other special interest activities.

37. Usually cooperates better. Plays in self-formed groups over longer period of time without friction.

Special Needs of Nine Year Olds

Many of the needs of the past periods still present plus these additions:

1. Time and attention need to be given to behavior that indicates failure to gain emotionally, such as withdrawal, cruelty, persistent discouragement, moodiness, tensions, excessive daydreaming, truancy, depression, failure.

2. To be valued for himself, to be wanted and approved. These needs must be satisfied by parents, but when parents fail, peer groups offer some satisfaction formerly offered by adults.

3. Privacy, the chance to explore his own thoughts and his own ideas.

4. Friendships and group membership.

5. Frank answers to questions about sex, religion, education, politics.

6. A chance to work out definite responsibilities and to define his role in life.

7. Training in skills which will give him feeling of more proficiency as way of gaining security and self-confidence.

8. Training in decision making in the realm of their own personal problems.

9. Greater personal involvement in his own growth and development.

10. Growth experiences.

The Ten and Eleven Year Olds

1. Developmental advancement of girls over boys at this age about one year. Some may be on a growth plateau and others may be entering the pubescent growth spurt which indicates a fairly rapid growth rate. Girls still proportionately taller and heavier than boys. Boys more active and engage in rougher type of games. Boys and girls growing farther apart in type of physical activities which are attractive to them.

2. Ability to plan ahead increasing. Can talk about his problems more objectively. Can see two sides of a question. Accepts reasonable responsibilities for getting things done well and on time. Judgements frank, open, liberal and fair.

3. Contentment and satisfaction with self is a striking characteristic of this period.

4. Becomes mildly interested in social problems and likes to discuss them. Has many questions about issues and problems he does not comprehend. At times tries to bluff others into thinking he knows more than he really does. Interest in science, nature and mechanics also coming to the fore and may crowd out other interests. Interested in how things are made. Great deal of natural curiosity. Very teachable.

5. Conflicts with parents, siblings and friends likely to become more intense. Parental domination and over-protection strongly resented. Conflict between morality of home and that of gang and other peers disturbing to both young person and parents. Resents close supervision from parents and other adults. Despite conflicts, family support still important and he wants to make codes of behavior which meet approval of adults. Tries to be loyal to home even in face of criticism from other youngsters. Still influenced by parental praise. Some spontaneity goes out of their relationship with adults.

6. Children accustomed to being with adults and talking things over with their parents and teachers likely to continue to live within regulations they have agreed upon despite pull of peer standards. Parent-orientated youngsters accept religion without question and usually conform to parental demands.

7. Comic book craze starts to decline probably due to encroachment of other interests.

8. Constantly active and on the go during most of waking hours. Much restlessness due to rapid muscle development. Has not learned to pace self. Fatigue a problem.

9. Children differ widely in degree of physical maturity and temperament. Despite good overall coordination for their age, they may frequently relax into awkward behavior. There is, however, an emphasis upon excellence of performance in physical feats rather than just participating for the fun of it. The period of

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rapid growth starts earlier for girls than for boys.

10. Girls reach the pre-pubic growth spurt about a year to a year and a half ahead of boys.

11. The ten and eleven year old has a tendency to be indifferent to importance of good manners, but will respond to home or class discussion of them.

12. Has a tendency to resent favoritism of parents toward brothers and sisters. Jealousy still a problem not only at home but tends to envy peers who have more possessions than he possesses.

13. Bullying common, but probably not as pronounced as for the eight and nine year old.

14. Discuss and evaluate teachers and parents with great deal of objectivity. Also evaluates own experiences and activities as well as activities of others fairly objectively.

15. Likes to be on his own and make own plans when given a job to do. Strongly individualistic. Just being put on his own is one of the marks of a good parent to a ten and eleven year old. Likely to feel that most adults do not understand him.

16. Questions almost anything he does not understand or see clearly. Seems to think people are pulling his leg or will put something over on him. He questions religion, sex, morals, adults, school education, politics, and science; sometimes even himself. May seek his own answers to his questions.

17. Likes a fair teacher and will accept friendly advice from them. Gives resistance and opposition to disliked teacher. Justice and fairness becomes more and more important.

18. Knowledge of his own strength and weakness still rather vague and unexplored.

19. Knows how to make plans and modify them for periods covering several weeks.

20. Remaining free from prejudice one of most pressing problems for the ten and eleven year old.

21. In general, good emotional, as well as physical health. This may be the healthiest of all childhood periods. Flares of emotional stability toward end of the period may develop. A serene period for most.

22. The ten and eleven year old can read not only for practical information but reads magazines, newspapers, books of adventure (boys) romance (girls).

23. Fantasy and make-believe disappearing for most but still remains prominent for many.

24. Failure to conform to peer group standards may cause child to be rejected and punished by being given unfavorable nicknames and other forms of harsh justice by peers.

25. Eyes are mature (about same as adults) and he can read for long periods without apparent strain.

26. Economic differences, social position, race and religion do not as yet seem important to children of this age unless there is pressure from home.

27. Hero worship common for both sexes. Selects identifying figures largely from athletic and entertainment world.

28. In most instances, will go out of their way not to hurt people but still do it on an accidental or thoughtless basis.

29. Peer group standards and pressures increase in importance and in some cases may receive precedent over adult and parent standards. He is particularly influenced by his peer groups in dress, music, types of social activities and some conduct values.

30. Parents frequently report a breakdown of established habits of obedience, courtesy, speech, cleanliness, punctuality, rest, study habits.

31. Tends to be matter-of-fact in his thinking and his reactions to his own behavior.

32. Usually truthful about basic things, but less so about what he considers insignificant. Many students of adolescent psychology indicate this may be a significant value change for this generation.

33. Values bother him. Due to his immaturity, he is probably much more aware of what is wrong than what is right. Values the ten and eleven year olds hold are: being a good sport, being fair, being honest; having respect for property, helping others and being courteous. He also values being trusted, accepted and the faith of his parents.

Special Needs of the Ten and Eleven Year Olds

The essential needs of all the other age groups plus the following needs which need special attention:

1. Guidance in establishing realistic goals and purposes.
2. Guidance in use of growing intellectual skills effectively.
3. Opportunities to demonstrate his skills and that he can accept and carry out responsibilities.
4. Opportunity to try out new moral standards and concepts. To verify values.
5. Freedom in setting up his own standards and goals.
6. To develop simple comradeship with associates.
7. To select play and social activities which will gain him a feeling of being a part of his peer group and a sense of achievement.
8. Needs opportunities to participate in team games to develop spirit of cooperative endeavor.
9. Needs to pace self to avoid fatigue and to establish habit of rest.
10. Needs reorientation to many of the habits established during other periods.
11. Guidance in reading.
12. Frank answers to questions about sex and religion.
13. A feeling of being accepted for himself as he is rather than for what he can become.
14. Explanation about the growth period which he is about to enter including the meaning of puberty.
15. Explanation of what it means to be different and how he

should develop his differences rather than demanding absolute conformity for himself.

16. Assurance from parents that they trust him and have faith in him.

17. Opportunities to make decisions on his own and to learn to stand by his decisions and take responsibility for them — including mistakes.

18. Need to own pets and to take responsibility for their care.

19. Need for the recognition of his weaknesses and shortcomings and making adjustment to them.

20. Just being a part of a group and a resultant feeling of being wanted and accepted for himself is possibly the ten and eleven year old's greatest phychological need.

Youth at ten and eleven is on the threshold of great physical changes. It is a period marking the end of childhood and the entrance into the preadolescent and adolescent years.

Section IV

RESPONSIBILITIES AND COMPETENCIES OF THE ELEMENTARY SCHOOL COUNSELOR

A Point of View:

It is suggested that in order for a school system to have a truly effective guidance program, essential facilitative, as well as developmental and remedial services, should be provided to children during their formative years. The span of formative years begins before the child starts to school and, for some students, stretches beyond the usual school years. The specific services provided at each of the educational levels will differ, depending upon the unique purposes of each division of the school system, the needs of children at each of the developmental levels, the administrative structure, and the preparation of school personnel at the various levels.

The purpose of the elementary school should be to accept the child where he is in terms of development and provide assistance in laying the foundation for achieving habits, skills, attitudes and knowledges that will ultimately lead to satisfying personal and social adjustment. To assist in the achievement of this general objective, the organized guidance services must reflect the unique conditions of this level of the educational system. Briefly, these conditions are as follows:

1. The children are usually in self-contained classes with one teacher who has, and desires to retain, the major responsibility for the development of the child during the hours of the school day.
2. The preparation of teachers at this educational level has focused on "child development" in contrast to the "subject matter" orientation of teachers at other academic levels.
3. The children in the elementary grades have achieved less

emancipation from parents and, therefore, the parents are more personally involved in aspects of child development.

4. The needs of children at the several educational levels are different.
5. Elementary schools are beginning to assume some responsibilities for providing pre-school readiness experiences for children in some segments of the society.

Development of the guidance program for the elementary grades is a total staff responsibility. The effectiveness of the program depends upon the extent of involvement and the utilization of the special skills and insights of the total staff. The elementary school counselor is one of several specialists on the school staff professionally prepared to make unique contributions to the total guidance program. In some schools a nurse, visiting counselors (school social workers), clinical psychologists, counseling psychologist, psychometrist, speech therapist, reading specialist, etc. may also be employed as part of the professional team concerned with the developmental problems of the child. This publication singles out the elementary school counselor for the identification of role and responsibility.

The Responsibilities of the Elementary School Counselor:

The counselor functions as a consultant and a stimulator of the group (total staff or guidance committee) responsible for program development, policy formation, evaluation of program, etc. It is the counselor's responsibility to administer programs, carry out policies and to generally coordinate the array of special services composing the segments of the guidance program.

Through the guidance services provided to each child and through the cooperation of interested individuals and agencies, the elementary counselor attempts to muster and organize the significant forces in the life of the child so that he has the maximum opportunity to achieve fulfullment of his potential. The significant influential forces in the child's environment tend to be centered in the school, the home, and in the community. The counselor's role and responsibilities in attempting to maximize the positive influences of these forces within these agencies as contributors to development are as follows:

The School

Counseling Services:

The elementary school counselor—

—provides counseling services on an individual or group basis. The maturity level of the children and nature of the problem determine the techniques and procedures used.

—uses individuals and agencies as referral sources for children needing more intensive and extensive assistance than that provided by the school.

—makes case studies of children when this seems necessary to assemble the background data needed to more thoroughly understand developmental problems. In school systems employing visiting counselors (school social workers), this function is cooperative.

—uses the case conference technique when it appears appropriate in the collection and study of case data.

The Instructional Program:

The elementary school counselor assists the teacher—

—in collecting, interpreting, and using data in an effort to better understand individual differences.

—in making environmental and instructional changes to meet the needs of children. This activity is in cooperation with the curriculum supervisor.

—in diagnosing the learning problems of children and in making referral to persons or departments of the school providing remedial services.

—in developing an understanding of the socioeconomic composition of his or her class and the implications of this information for individual values and needs.

—in observing children as they participate in co-curricular and play activities and attempting to use these experiences as positive forces in the total development of the child.

—in planning readiness programs for children of pre-school age.

—in developing an understanding of the need for the development of the child's self-concept. The teacher is encouraged to be alert to the beginnings of unrealistic self-concepts, feelings of inferiority and distortion of values.

—in developing vocational information for a program that is appropriate to the developmental level of the children.

—in helping the child establish goals which will aid him in completing the developmental tasks with which he should be engaged at different growth stages.

School Administration:

The elementary school counselor assists those responsible for school administration by —

—providing leadership in the development of the guidance program.

—providing information relative to pupil needs, as these bear on curricular decision.

—assisting in the development of inservice education for teachers. Through scheduled meetings and informal conferences relating to normal development and behavior in children, the counselor aids teachers in meeting difficult classroom situations with understanding and composure. Other subjects included in inservice training are: mental health, administration and interpretation of tests, maintenance and use of cumulative records, use of sociogram and sociodrama, and techniques of interviewing.

The Home—

The elementary school counselor, in cooperation with the visiting counselor (school social worker), when available, has conferences with parents:

—to help the parents to a better understanding of the developmental needs of normal children.

—to help the parents to a better understanding of the developmental problems of children and to assist them in using referral sources when this seems advisable.

—to get information needed by the school in order that the school may be more effective in dealing with the developmental problems of the child.

—to more nearly guarantee that the home forces influencing the total development of the child are of a positive nature.

The Community—

The elementary school counselor—

—makes referrals to child guidance centers, psychologists, physicians, ministers, social workers, civic clubs etc., as it seems appropriate in view of the specific needs of the child.

—works with the community recreational director and other "youth leaders" in trying to help them promote programs that will have a positive influence on the development of children.

Coordinating Responsibilities—

The elementary school counselor—

—supervises the maintenance of records of counseling and consultation contacts.

—supervises the maintenance of pupil appraisal programs, standardized testing and cumulative records.

—functions as a consultant to the Guidance Committee for the elementary grades.

—is responsible for coordination of the guidance program developed by the Guidance Committee. The guidance program should encompass counseling, individual inventory, orientation, education, occupational and social information, placement, and follow-up.

—conducts research and evaluation studies relative to the effectiveness of the guidance program.

—is a member of the Guidance Council for the school system. The Guidance Council is the program developing and coordinating body for the total guidance program of the school system.

Competencies Needed By The Elementary School Counselor

The school counselor is an educational specialist working cooperatively with teachers, administrators, other educational specialists, school board members, parents and community referral agencies to the end that each child may achieve his maximum intellectual, social, emotional and physical development. The many facets of the environment must be coordinated, each given its proper emphasis, in order to help each individual toward a harmonious adjustment with his physical and social world. To facilitate this development, the school counselor must possess certain competencies and utilize these professional assets primarily within the setting of the school. The counselor must also function as a member of an educational team dedicated to the welfare of the child. Just as every member of an athletic team must know the rules for the sport and have sufficient experience sharing team responsibilities and working for common purposes, so must the school counselor have corresponding understanding of the educational setting and acceptance of educational goals and purposes.

The school counselor should have an understanding of all aspects of the school and its program. These include the curriculum and methods of making curricular studies and revisions; methods of teaching and an appreciation of the classroom problems in teaching; the learning problems of children and problems of pupil-teacher relationships; problems of the administrative staff relationships with the various school publics; of parent-teacher relationships and the problem of relating parents to the school program in a constructive manner. These understandings, partially at the intellectual level, become operational at the feeling level and can become a part of the self only as the result of having a variety of experiences in the setting where the understandings and an appreciation for the related feelings are developed. Therefore, it seems essential that the all-inclusive competencies are prerequisite to understanding the responsibilities of counselor and preparation for teaching and teaching experience.

In order to perform the duties of the counselor in a professional manner, the counselor must possess certain competencies. These competencies are set forth below. Some of them are applicable to all counselors, while some are particularly applicable to the elementary counselor. It is assumed that those serving as counselor at the elementary school level will recognize that high level competency can be attained only by self-discipline, conscientious study, and frequent self-evaluation followed by serious effort to correct mistakes and weaknesses. The competencies necessary for successful counseling at the elementary school level are:

1. Thorough understanding of self.
2. Understanding the basic philosophy, principles, practices and concepts of guidance and ability to apply these consistently in practice.
3. Understanding how children grow, develop, and learn, and the characteristics of children most frequently exhibited at the various developmental stages.
4. Knowing when the behavior of children deviates appreciably from the norm, either physically or mentally, how to effectively work with the child, and when to make referral to another person or agency who can work effectively with the child.
5. Knowledge of the child's basic needs, personality factors, the

social, cultural and economic factors of his environment and how these affect his development and response patterns.

6. Functional knowledge of guidance services; capacity to understand and use guidance services and processes.
7. Understanding the guidance program in relation to the total school program, the counselor's role in it, and has the leadership skills to work cooperatively with the staff and administration in the development of the program.
8. Securing, organizing and using data and information needed for guidance purposes. This includes individual and group appraisal techniques and requires the use of standardized achievement tests, psychological tests, case studies, general information blanks, etc.
9. Functional knowledge of how pupil records are developed and maintained, how and when they should be used and by whom.
10. Understanding the elementary school curriculum and what educational experiences it can and should provide for children.
11. Knowledge of, and ability to use, community resources. Competency in explaining the purpose and contribution of guidance services to parents and citizens.
12. Understanding his role in the school program and being proficient in the art of working with other school personnel, parents, other personnel and agencies whose concern is the growth and development of children.
13. Counseling skills; functional familiarity with counseling tools, techniques, counseling procedures, conference relationships, etc.
14. Ability to promote mental health through practices based on principles of mental hygiene. He is informed and has an appreciation of workable concepts of mental and physical health as they relate to himself, his colleagues and to all pupils.
15. Understanding the use of group processes and the ability to use them in working with groups.
16. Must know much concerning the "World of Work," how to direct the interests of children in the "World of Work" to the end that labor is dignified and the child is prepared to make a wise vocational choice when he reaches the age at which he must make his choice.

Section V

ELEMENTARY SCHOOL GUIDANCE PROGRAMS

Organization and Administration

The elementary school guidance function should be an integral part of the philosophy, administration, and the total program of the elementary school. While specific guidance services are provided by professionally-prepared counselors, all staff members have guidance responsibilities. The development of an effective guidance program has been described as a process involving inter-related responsibilities of the entire school system for the good of all students. Although the roles of the teacher, counselor, administrator, and parents may differ markedly in various guidance functions, these roles may be closely related and highly involved. A properly balanced, smoothly working guidance program requires positive contributions and cohesive involvement by all staff members rather than just the effort of a counselor. Guidance, like administration and instruction, must be well planned. It must have design and purpose. Guidance planning must include objectives for each year and for future years. Means of attaining these objectives must be planned and made operational, and assessment and evaluation must follow.

Because of the difficulty in involving the entire faculty in all planning phases of a guidance program, a guidance committee should be a necessary development. The committee should have representation from the administrators, teachers, and counselors in order to maintain a cooperative effort with the entire school staff. Such a committee would be organized for the purpose of providing positive direction and growth to the elementary guidance program. In addition to the guidance committee involvement, the administrators, counselors, and teachers should be aware of and should accept their specific guidance responsibilities.

The guidance committee should have the responsibilities for a written plan of organization. As they spell out the duties and responsibilities of every member of the school staff, they will keep in mind that **all** elementary children have needs and require help in the course of developmental growth. The organized plan for providing elementary guidance services for all children will vary somewhat from school to school and will need to be re-evaluated and reorganized to keep up with the changes in our ever-changing world and the changing needs of the individual school.

The school administrator has the overall responsibility for the organization, maintenance, and operation of the elementary guidance program. He is also responsible for providing educational leadership necessary for developing a receptive atmosphere for guidance among the faculty, students, parents, and community.

To fulfill the guidance role, the administrator must understand and actively support the guidance program recognizing the contribution it affords to children and the educational program of the school. He must provide the leadership in the policy-making decisions for all aspects of guidance.

While the administrator may delegate guidance administrative functions to a guidance director or elementary school counselor, he retains major responsibility for:

Planning the financial support for the guidance program.

Financial support may come from general funds, Title V-A, NDEA, and Title I, ESEA. School Board and administrators should use all three sources for financing the elementary guidance program so that there will be additional funds for other school activities.

Securing trained and competent certified school counselors and providing them with sufficient time to fulfill their guidance and counseling responsibilities.

Because of the many true guidance responsibilities, the well-trained, competent, and dedicated elementary school counselor will be the hardest working member of the school staff and will find that there are not enough hours in the school day to complete all that should be done.

Providing physical facilities and material necessary for the operation of the program.

There should be a waiting room and a private office large enough to be used for individual conferences. In addition, there should be a room large enough for group counseling and guidance activities. Ample filing cabinets, bookcases, display cases, tables, chairs, bulletin boards, and guidance materials for all grade levels should be the ultimate goal for every elementary guidance program.

Assisting faculty members in understanding their guidance responsibilities and the teacher-counselor relationships.

In-service training sessions organized and conducted by the administrator, counselor, or the guidance committee should be used to acquaint the faculty with the objectives of the elementary guidance program and assist them to see and accept their respective roles and responsibilities for the success of the program.

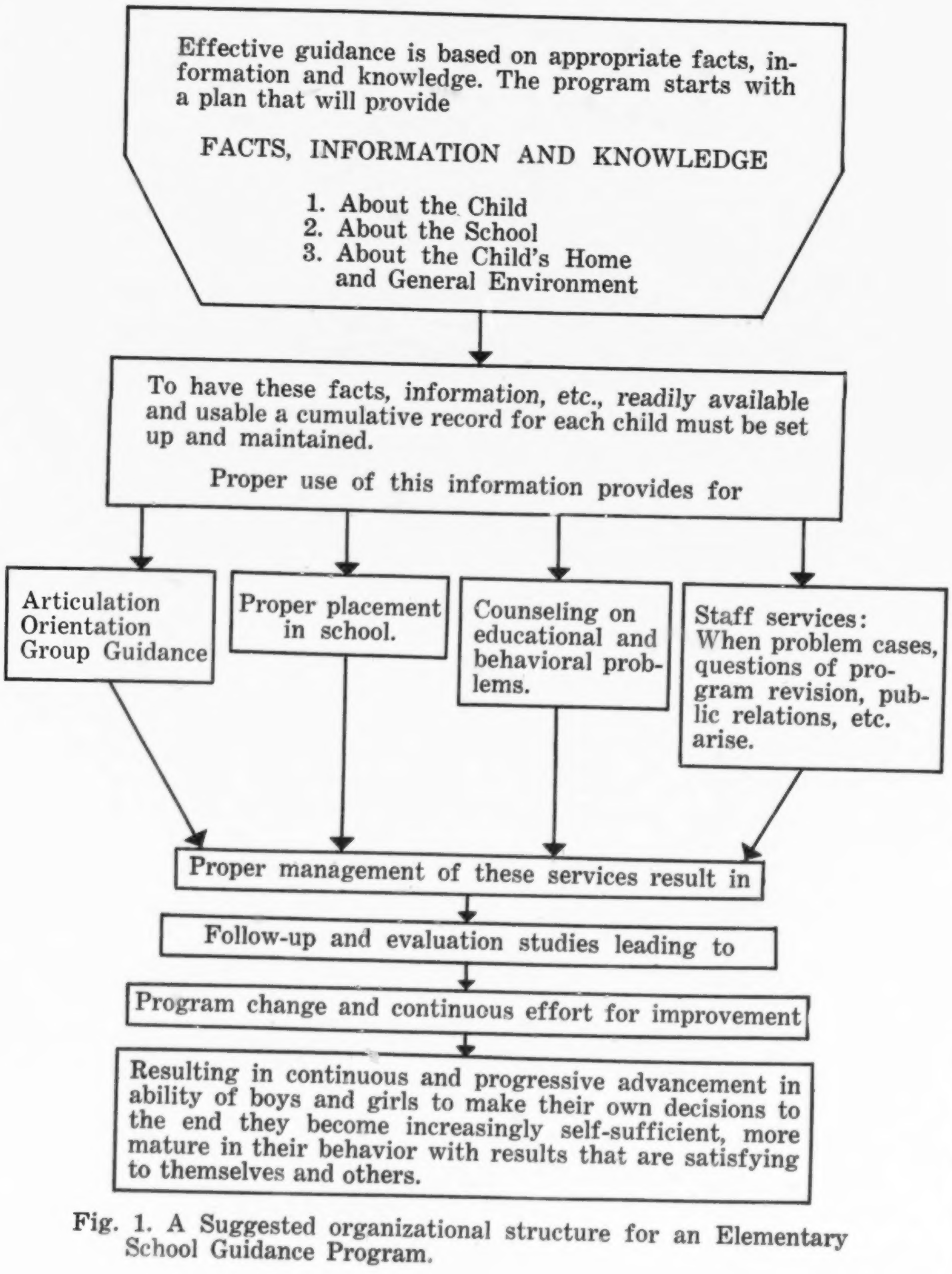
Evaluating the effectiveness of the program in achieving the guidance objectives.

A subjective evaluation of the elementary guidance activities may be conducted through the use of questionnaires or rating forms that are completed by all members of the staff. A simple follow-up study or research activity may also be used to evaluate the effectiveness of the guidance activities.

Keeping the Board of Education, the staff, and the community informed as to the work and accomplishments of the elementary school guidance program.

The Board of Education and the community can be kept informed concerning the accomplishments of the elementary guidance program through the use of local newspapers and school publications. The administrator, counselor, and members of the elementary guidance committee should take every opportunity to speak at PTA meetings, civic clubs, service clubs, and church groups in order to keep the community well informed.

Prior to a detailed discussion of the various aspects of the elementary school guidance program, it might be desirable to examine the interrelationships. The following diagram (Fig. 1.) may assist in this respect.



Effective guidance is based on appropriate facts, information and knowledge. The program starts with a plan that will provide

FACTS, INFORMATION AND KNOWLEDGE

1. About the Child
2. About the School
3. About the Child's Home and General Environment

To have these facts, information, etc., readily available and usable a cumulative record for each child must be set up and maintained.

Proper use of this information provides for

Articulation
Orientation
Group Guidance

Proper placement in school.

Counseling on educational and behavioral problems.

Staff services: When problem cases, questions of program revision, public relations, etc. arise.

Proper management of these services result in

Follow-up and evaluation studies leading to

Program change and continuous effort for improvement

Resulting in continuous and progressive advancement in ability of boys and girls to make their own decisions to the end they become increasingly self-sufficient, more mature in their behavior with results that are satisfying to themselves and others.

Fig. 1. A Suggested organizational structure for an Elementary School Guidance Program.

Guidance Techniques

There are many methods and techniques of studying children available to the elementary school teacher and counselor. Examples of the tools which have promise of great usefulness are: the scatter-gram, anecdotal record, fact finding interview, autobiography, sociogram, "Guess Who" technique, sociodrama, journals, daily schedules, themes, the questionnaire, play therapy, bibliotherapy, picture association, check lists, various audio-visual aids, sentence completion techniques and incomplete story techniques.

It is not possible to discuss all of the methods and techniques listed above. The methods and techniques selected for inclusion in this manual were selected for their practical value to teachers and counselors.

The Use of Tests In Guidance

The use of tests. Tests when used to study and gain insight and understanding of the individual student can be helpful in:

1. Analyzing pupil capacities, abilities, interests, achievement levels, background, and progress at various growth and developmental stages.
2. Determining readiness of individual pupils for various types of educational experiences.
3. Providing for individual differences in the classroom — differences in learning potential, differences in readiness, in achievement, in aptitude, and in interests.
4. Assisting the teacher and counselor to diagnose various types of student problems, including learning difficulties, strengths and weakness for various types of educational experiences, and to identify students who may need special attention, remedial assistance or assignment to special programs.
5. Providing means of measuring rate of growth or progress of a class or the school as a whole.
6. Assisting in the placement and scheduling of students for various types of learning experiences.
7. Helping students establish realistic goals and purposes.
8. Conducting research to determine the effectiveness of teaching and counseling methods and techniques.

What constitutes an adequate testing program for the elementary school? An adequate testing program for an elementary school should possibly include the following:

1. Readiness tests used largely in the early elementary grades to determine children's readiness for specific types of educational experiences. Reading readiness tests are an example.
2. Academic aptitude or general intelligence tests. This group of tests includes the IQ tests. Such tests assist in measuring

the general learning ability or capacity of the individual pupil.

3. Achievement or educational development tests which measure how well the individual is mastering key school subjects and his over-all educational development and progress.
4. Interest and personality inventories and check lists are instruments designed to measure or evaluate pupil interests and pupil personality.
5. Special diagnostic tests and inventories include various subject matter tests especially in mathematics, reading, spelling, geography and many other subject matter fields.

Cautions in the use of tests:

1. It is particularly important that specialists be consulted when plans are being made for a testing program.
2. Tests are not infallible. Do not accept one test score as the final word.
3. Test scores alone should never be used as a basis for judgement. They should be used only as one source of information among many.
4. Never overlook conditions which might have affected the test scores. Fear of taking the test, ill health, emotional upsets, conditions in the testing room, etc., may influence the score made by an individual.
5. The administrators should be sure that teachers follow exactly the directions for giving the tests.
6. Use tests or inventories of personal and social adjustment with a great deal of caution. Considerable training is often necessary to interpret the results of such tests accurately and objectively.
7. Avoid placing more emphasis upon test results than is warranted. Anyone who uses test results should remind himself constantly that tests are a means, not an end, and that tests alone seldom contain all of the information necessary to good guidance or counseling.

Good practice for developing and using tests in a local school. It is good practice:

1. For each school to develop an over-all testing program which is designed to meet its own particular needs and circumstances. Tests should always be selected objectively and for the purpose which they are to serve.
2. To develop local norms for all tests which may be used by the school to supplement national or state norms.
3. To choose tests that have been standardized on a population similar in age, sex, experience, socio-economic status, intelligence, educational level, vocational goals and special aptitudes and interests to the group to be tested.
4. To develop definite policies regarding the interpretation and dispensing of test information to parents, teachers and students.

5. To schedule regular faculty meetings for the purpose of discussing the use, purpose and interpretation of test results.
6. To prepare a manual describing the school testing program, the policies governing the program and hints about how tests should be interpreted to parents and students.
7. To follow a policy of re-testing whenever there is any doubt about the reliability of a test score for a particular individual.
8. To conduct research and follow-up studies which will improve the school testing program and insure optimum use of tests and test results.

The Developmental Task Check List As a Means Of Studying Students

Teachers and counselors who are familiar with the developmental task concept and the various developmental tasks which children should complete at each age and growth level can use these tasks as a basis for studying the maturity level of the children in their classes. The developmental tasks can also be used to help youngsters establish goals which will assist them in achieving a level of maturity during a particular growth period which will in turn prepare them to enter into the next growth stage which they face with confidence and self-acceptance. They can also be used as a basis for parent conferences and a means of enlisting both parents and school personnel in a planned program in the interest of youngsters. In effect, the teacher or counselor who utilizes this procedure can say to the parent: "There are the plans and goals we will be working on at school to help Mary and Johnny. We thought you would like to go over them with us and make suggestions which will help us with your youngster. You might also want to outline similar plans and goals which will help the youngster complete his developmental tasks more effectively."

An outline of the developmental tasks for the six, seven, eight and nine year old youngsters along with the chart showing how these tasks can be organized into a check list which can be used follows. The following are the tasks which should be the major concern of the seven, eight, and nine year olds.

1. Learning basic skills necessary for participation in games engaged in by children of his particular age and developmental level.
2. Furthering the basic skills necessary for higher levels of proficiency in reading, writing and mathematics.
3. Further establishing sound mental and physical health habits essential for his growth and development at various stages.
4. Achieving a positive self-concept with an appropriate degree of self-confidence.
5. Learning to identify and get along with age mates without losing self-identity.

6. Learning to adjust to siblings and others within the home.
7. Learning to accept authority from authority figures both in and outside the home.
8. Learning higher levels of cooperation with others.
9. Achieving an appropriate degree of self-discipline and self-management for his age and developmental level.
10. Mastering further skills in handling progressive levels of independence which is expected of him.
11. Learning how to pace himself in various physical activities.
12. Achieving a balance in the various aspects of his growth and development which is appropriate for his age and developmental level.
13. Achieving progressively higher levels of emotional control.
14. Developing a conscience, appropriate moral concepts and a sense of values.
15. Learning progressively higher levels of problem solving and self determinism.
16. Learning an appropriate sense of personal responsibility.
17. Learning appropriate masculine and feminine social roles.
18. Learning appropriate emotional roles in relationship to parents.
19. Achieving more mature concepts of time.
20. Achieving an appropriate adjustment level in his various activities.

By using the task outlined below as a guide, the teacher should observe each child in as many different situations as possible. From what is discovered by such a study, the teacher or counselor can develop a program which will not only individualize much of the educational program in the interest of the youngster, but will assist him in completing many of the tasks which he should complete at the time he should complete them.

DEVELOPMENTAL TASK PROFILE CHART

(The six, seven, eight and nine year old.)

Date______________

Name ________________________ Age ________ Grade ________

	Progress Level			
THE DEVELOPMENTAL TASKS	Is behind where he should be	Is about where he should be	Has progressed beyond where he should be	Has made superior progress
1. In dealing with tasks before six he:				
2. Learning basic skills necessary to participate in games common to his age level.				

(The six, seven, eight, and nine year olds)
(continued)

	Progress Level			
	Is behind where he should be	**Is about where he should be**	**Has progressed beyond where he should be**	**Has made superior progress**
3. Achieving skills in reading, writing and arithmetic appropriate for his age.				
4. Developing sound mental and physical health habits.				
5. Learning to accept self to extent that he is reasonably free from feelings of inadequacy for his age.				
6. Learning to relate self emotionally to parents, siblings and others outside home.				
7. Learning to adjust reasonably well to age mates in school situations.				
8. Learning to distinguish right from wrong and is developing first concepts of morality and values.				
9. Learning appropriate sex differences and sex modesty.				
10. He is learning progressively higher levels of emotional control.				
11. Learning appropriate concepts of responsibility and authority relationships.				
12. Learning appropriate habits of self-discipline and self-management.				
13. Achieving skill in relating self to peers.				
14. Achieving an appropriate balance between the various aspects of his growth and development.				
15. Learning to pace himself in various physical activities and avoiding fatigue.				
16. Achieving an appropriate balance between all aspects of his school adjustments.				
17. Achieving skill in dealing more effectively with personal problems.				

The outline below may help the teacher and counselor in this project:

1. From the insights you have gained in studying the student, what are his major strengths and weaknesses at the present time? ____________________

2. What are the particular developmental tasks he needs to concentrate on during the present school term? ____________________

3. What are the specific tasks he should be working on at school? ____________________

4. What specific tasks should he be working on at home? ____________________

5. What tasks should be given a priority rating? ____________________

6. What type of program will help the child complete the tasks he should complete at this particular stage in his development? ____________________

7. What goals need to be established for him to work toward? ____________________

Counseling notes ____________________

Sentence Completion Technique

In this technique, the pupil is presented a series of incomplete sentences which he is asked to complete as rapidly as possible. The pupil can use a single word or a phrase to complete the sentence whichever he feels is necessary. There are several commercial tests on the market, such as the Rhode-Hildreth Sentence Completion Blank, but many teachers and counselors like to devise their own blanks. A few sample statements which can be used in constructing such a blank follow:

1. I like to ____________________
2. My father ____________________
3. My mother ____________________
4. I frequently worry about ____________________
5. I frequently fear ____________________
6. I like to play ____________________
7. My teacher ____________________
8. I often wish I could ____________________
9. I often think about ____________________
10. I don't like ____________________
11. My family ____________________
12. I try hard to ____________________
13. My favorite pet is ____________________

14. I get angry when ________________
15. It hurts me when ________________
16. My father thinks of me as ________________
17. My mother thinks of me as ________________
18. My friends think of me as ________________
19. My teacher thinks of me as ________________
20. I get mad in school when ________________
21. I don't like people to ________________
22. The things I enjoy doing most are ________________
23. If I could only ________________
24. It is hard for me to ________________
25. I am happiest when ________________
26. I get embarrassed when ________________
27. What I want to do most in life is ________________
28. It is fun to ________________
29. I always wanted to ________________
30. You can't always ________________

A variation of the sentence completion technique is the incomplete story. This technique can be initiated by a teacher or counselor who tells or reads a story to pupils who are asked to complete the story. Usually, the part of the story the pupils are asked to complete, deals with the solution to a specific problem or the facing of a particular situation by an individual or group. The pupil will reveal a great deal about his own problem solving techniques by the answers he presents.

Another variation of this technique is, for the teacher or counselor to present a story or an episode or a situation in some detail and then ask the pupils to state how they think the situation was handled. After discussing how the problem or situation was handled, the group is led to discuss other methods which might be used in dealing with similar situations and then settle on what they think is probably the best solution. Care should be taken to select stories which are related to the everyday experiences of children and which also fall within their experience range.

The Personal Interview

The personal interview is the most frequently used technique employed by the school counselor. He uses the interview to:

1. Give and receive information for various purposes.
2. Develop rapport in the counseling relationship.
3. Clarify misunderstandings.
4. Discuss problems which might be troubling the pupil.
5. Seek with the student causes for various types of behavior.
6. Assist the counselee in making plans and setting goals.
7. Interpret test scores and other information.

8. Provide a reflective and non-threatening environment in which the student will be able to explore and develop better self-understanding.
9. Coordinate and support other guidance and counseling experiences.
10. Reduce tensions.
11. Conduct research and follow-up studies.

In conducting the personal interview, the following suggestions should be helpful regardless of the level at which one is working:

1. Take time to make the student feel at home and at ease. The child is almost sure to be nervous at the start. As a result, he may show restive and uncooperative behavior — even arrogance, to cover feelings of insecurity and tension.

2. Initial awkwardness is likely to wear off if the counselor himself is calm and patient.

3. Avoid prying, probing and a cross-examining attitude.

4. Do not lecture or talk down to the pupil. Avoid a teacher attitude.

5. Do not be too professional in dealing with parents and teachers. Accept the adults you deal with as conversational equals.

6. The setting for the interview should be comfortable and convey the appearance of being unhurried and should provide a feeling of privacy.

7. Don't be afraid of silence. The individual may bog down in the conversation, or he may find it difficult to express some of his personal attitudes, resentments, fears and uncertainties. He may need time to organize his thoughts before he can think through to an expression of his thoughts. Do not hurry him.

8. Don't be afraid to admit ignorance. If the counselee asks for information you do not possess and it seems desirable for the counselee to have such information to further the counseling process, the counselor should suggest where he is likely to find such facts.

9. In a counseling interview the counselee should have at least half of the "talking time."

10. Don't make a "problem child" out of an individual who has no problem.

11. Remember that "first statements" of the person being counseled may not be his real problem. If the individual does not get down to cases — wait for a pause and then say: "Do you have something else that you would like to talk about?"

12. Avoid making individuals dependent. Many parents, for instance, may return for counseling not for the help they can get, but just to get a sympathetic hearing.

13. Most interviews should not last longer than 50 minutes.

14. Personal information revealed in the counseling interview should be held in confidence.

15. Before the interview is over, time should be given to developing plans for helping the counselee overcome his difficulty or

clarifying the problem or situation which brought him to the interview.

16. Make whatever notes you need as soon after the interview as possible.

17. It is always good policy to summarize what took place in the interview.

The Case Study

While teachers and counselors may not make a case study for all of the students whom they work with, all teachers and counselors should be familiar with this important technique. The suggestions listed below should aid the teacher or counselor in the elementary school gain additional insight in using and developing the case study.

1. The case study is probably the best method available at the present time for studying the child as a whole.

2. The case study is a method of coordinating all other methods and techniques used in studying the student.

3. The case study is also one of the best methods to use for in-service-training programs to help teachers, counselors and other staff members gain insight and understanding of the student.

4. In education the case study can be used to study and gain insight about normal youngsters as well as youngsters with a problem.

5. Before undertaking to develop a case study of an individual student, it is good practice, in most cases, to determine the purpose for which it is to be used, and then to let this purpose determine the content of the case and how it should be organized. The following form is generally used for organizing the material contained in the case study:

1. Identifying data: Name, age, date and place of birth, address, phone number, parents name and address.

2. Reason for the construction of the case study at this time.

3. Family data: Are mother and father living? Are they both living in the home? Occupation of father and mother if employed. Number and age of brothers and sisters. The over-all emotional tone of the home, education of parents and any other information from the home which is significant for the case.

4. Developmental and health data: The developmental history of the child, especially when studied in relationship to the developmental tasks with which he is preoccupied. Any defects or handicaps of the child should be noted.

5. Social data: Is child accepted by his peers? Is he accepted at home? Does he participate in activities which promote his growth on a regular basis? Does he possess adequate social skills? Where does he need help in making adequate social adjustments?

6. Neighborhood data: What opportunities does the neighborhood offer? Social-religious recreational opportunities for children. What negative influences exist?

7. School data: (a) Academic: What is the over-all school record? Has there been regular promotions? Has he developed as he should? What are his strengths and weaknesses? Where does he need help? Are goals and purposes adequate? What are future educational plans? Are they adequate? (b) Extra-class activities and interests: Offices held, contributions made. (c) Test scores: What do they reveal about the child?

8. Vocational and occupational data: Is his information adequate? Are his choices and plans realistic? At what points does he need help?

9. Emotional development data: How mature is the child for his age? What nervous mannerisms does he display? Can the child face pressures and discouragement? Does he show particular fears? Has he developed adequate controls for his age? Is he capable of disciplining himself? Does he possess an adequate self-image? Does he possess a realistic self-concept? Does he possess a realistic confidence level? Does he show a mature attitude toward home? School? Sex? Friends? Self?

10. Interview data: The case study for a particular individual is never completed. After each counseling session a summary should be made and from time to time the material brought up-to-date.

11. Recommendations: After the data has been assembled and analyzed, a tentative statement of the child's problem should be made and recommendations or plans discussed which may lead to a solution of the problem.

12. Summary: It is common practice to make a summary of the material which has been assembled.

CAUTION: Information assembled for a case study should be confidential and used only for professional purposes.

Role Playing

Role playing offers the participants an opportunity to act out various situations or problems that interest or trouble them. It is a technique which also provides the participating individuals an opportunity to develop a better understanding of their own behavior and to test whether or not it is appropriate as well as how his behavior may affect others. Here are a few suggestions in conducting role playing which should prove helpful to the teacher and counselor:

1. Select problems which arise from the needs of the individuals or the group participating.

2. The discussions in role playing should deal with how people feel as well as the intellectual aspects of the problem. A child, for instance, who tells what it means to fail, will catch some of the emotional tone of one who does fail and help them understand such students much better.

3. The setting for role playing must be one in which the participants feel free to explore real situations and to advance various solutions.

4. The teacher or counselor guiding the role playing accepts the feelings and attitudes of the group without condemning or condoning the feelings being expressed.

5. In preparing for role playing, the problem to be dealt with should be clearly defined. An example of a typical classroom situation could be concerned with grades or report cards. One child can be a father, another a mother and another the child. (In another scene, the father, mother, child and teacher and/or counselor can be the performers).

6. A discussion should follow the role playing session which may help some children gain further insight into their own problems.

7. The teacher or counselor can summarize or ask a child to summarize at the end of the performance.

8. The audience may be brought into the act by asking them to state how they felt at various points in the play and when certain aspects of the problem were being discussed.

9. Never force a student to participate in role playing against his wishes.

Role playing is useful in changing ideas and attitudes, but it is most important in helping the student change his self-concept or ways of thinking about himself. It should enable the child to perceive and practice new skills and new forms of behavior, to understand the point of view of others, to realize that there may be solutions to his problems which he has not tried, to see that others have similar problems and assist him in gaining insight into his own problems. It can also assist the teacher and counselor in gaining better understanding of students.

Observation As A Primary Technique of Studying The Child

Observation is a way of studying the child directly; the child may not be aware that he is being observed. At the same time, the teacher or counselor can observe his own influence on the child's behavior. Although it is often difficult to know just what behavior has significance in an individual case, certain kinds of behavior provide information which is generally important:

1. What first impression does the child make? Does he have a winning way, or are his mannerisms and personal habits likely to repel people?

2. Is he well enough to be in school? What signs of health or disease does he show?

3. What is his self-concept (his idea of himself?) Does he seem to think of himself as inferior, worthless, inadequate? Does he feel that he is understood?

4. How does he respond to being thwarted, disappointed, to criticism? By getting angry, discouraged, or depressed? Or by using failure and criticism as a means of learning how not to fail that way again? How does he handle difficulties? Under what conditions does he go to someone for help, cry or become angry? Does he give up without trying, or does he persist until he succeeds?

5. How does he work? Reluctantly, or with real interest and enjoyment? Usually alone, or with others? Does he complete the tasks he begins?

6. How does he play? Is he relaxed and spontaneous? Does he play alone, or with others, with older or younger children, or with contemporaries? How does he treat pets?

7. How cooperative and helpful is he? How do other children treat him? Does he accept and work for group goals?

8. What are his major satisfactions and interests?

9. What is his relation to strangers? To other adults? Is he overdependent, hostile, friendly or indifferent?

10. What are his assets and special abilities?

11. What does he do when nothing has been planned for him? Does he create new ideas?

12. Does he understand and accept reasonable rules and standards of conduct?

Some situations offer greater opportunities than others for understanding children. The free play of a six or seven year old child usually reflects his inner world of feeling and meaning. Teachers, counselors and parents may obtain glimpses of this inner world by watching the child at play. For example, when a little boy was playing in the sand under the supervision of a person with whom he had a good relation, his play was constructive. But when his parents, to whom he was antagonistic, showed interest in his sand-play, he began throwing stones and making holes instead of building castles and ships as he had done previously.

One way of getting into the children's world is through listening to their spontaneous conversation. Before class, or at a party, their conversation flits from television and radio programs and movies and food likes and dislikes, to classmates, jokes and other topics. When the parent brings the child to school, the teacher may learn much by observing them together. This is true of the contacts made by the nurse, the school doctor and others[1].

Certain Desirable Aspects Of An Elementary Guidance Program

Good Practices in Individual Counseling

1. It is considered good practice to give time to developing rapport with the counselee before getting into the more serious aspect of the counseling relationship.

2. It is considered good practice to give the counselee free rein in stating his problem.

3. It is considered good practice to accept the counselee as he is at the beginning of the current counseling experience.

4. It is considered good counseling practice to avoid a disciplinary or critic role.

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[1] Strang, Ruth. An Introduction To Child Study. MacMillan, 1959, pp 457-458.

5. It is considered good practice in counseling to review the cumulative record of the counselee before talking with him whenever this is possible.

6. It is considered good practice in counseling to develop a case study for most serious cases which the counselor encounters, for cases which may be extended over a period of time, for cases which may require a team approach, or for cases which may be referred to other specialists or other agencies.

7. It is considered good practice for the counselor to use sparingly such techniques as advice giving, probing, moralizing, fixing blame, criticizing, direct questioning, citing personal experiences and giving assurance, sympathy and encouragement, or at least to use them with a definite purpose in mind.

8. It is considered good practice in counseling to avoid initiating a testing program too early in the counseling process.

9. It is considered good counseling practice to make any early diagnosis of the students problem or problems on a tentative basis.

10. It is considered good practice for the counselor who finds a problem which presents difficult points about which he is not sure to consult with other counselors or other specialists who may help him gain further insight into the problem.

11. It is considered good practice for the counselor who discovers he is dealing with a problem which is beyond his ability or training level, to refer the counselee to sources where he can receive the help he needs.

12. It is considered good practice for the school counselor to seek permission from the counselee before making a tape recording of any part of the counseling sessions.

13. It is considered good practice to take notes sparingly during the process of counseling.

14. It is considered good practice for the counselor to reserve enough time between counseling sessions to make notes or dictate a summary of the case which has just been completed.

15. It is considered good practice for the counselor to keep the confidences given to him during the counseling process inviolate.

16. It is considered good practice for the school counselor to make frequent summaries of what has transpired during the counseling session.

17. It is considered good practice for the counselor to make a note of all promises made to the counselee during the counseling sessions.

18. It is considered good practice for the counselor to periodically become involved with other counselors in a seminar on recent research covering both theory and techniques.

19. It is considered good practice for the counselor to keep teachers who have referred students for counseling informed regarding the progress of the case.

20. It is considered good practice for the counselor to keep a separate file for extremely confidential information which he has obtained from students.

21. It is considered good practice for the counselor to make full use of extra-activities of the school to support the counseling and guidance program.

22. It is considered good practice to re-enforce the efforts of the counselor through meaningful and purposeful classroom experiences.

23. It is considered good practice to permit the counselee to assume as much responsibility for working out and developing the plans which are to be put into operation to help him solve his problems or overcome whatever difficulties he faces.

Counseling With Elementary School Children And Parents

Counseling With Children

Counseling is one of the major guidance services. Communicating with a child is a rare and delicate art. It should be apparent to everyone dealing with young children that they not only live in a different world from that of adults, but their world has a different mode and a different mood which must be grasped if adults are to avoid judging children by standards which have no meaning or purpose for them. The following suggestions should be helpful to the teacher and counselor who is working with children in most of the elementary school grades.

1. The teacher or counselor working with the elementary school child may find it necessary to take more responsibility for the conduct of the counseling interview than when conducting interviews with adolescents and older people. He must at all times be responsible for his own behavior in relationship to the child, but he may frequently have to assume greater responsibility for the over-all atmosphere of the counseling session, as well as for keeping the conversation moving, than in most other situations.

2. The counselor or teacher may be able to initiate counseling with an elementary school child by introducing a question such as, "Well, Tommy, how do you like school?" or "They tell me you like baseball; what do you like most about it?" or "Why don't you tell me about some of the things you like to do most?" or "Why don't you tell me about some of your friends?" or "Why don't you tell me something about your favorite teacher?" or "What do you like to do most around home?" Most youngsters respond to questions which give them a chance to talk.

3. The majority of youngsters talk best when their hands are occupied. Provide a paper and pencil, a color book or a large piece of clay for them to handle. Building blocks or even checkers or dominoes will attract their attention away from themselves and tend to make them less self-conscious.

4. The counselor should approach the child in a friendly and interested attitude. He should be calm and prepared to accept any preliminary overtures the youngster may make.

5. When revealing their feelings the child may want to be close to you. To push him aside or ignore his overtures may cause feelings of rejection. Give the child assurance only when it serves a need and be sure you do not overdo it.

6. When possible, avoid permitting the feelings of the child to become so intense that he cannot handle them without a great show of emotion. He is likely to naturally exaggerate some of his feelings. He often can put more expression and feeling into a shrug of the shoulder or a facial expression than many adults can convey with the use of words.

7. You can't hurry a child. Let him set his own pace and talk in his own way without being hurried.

8. Once the child gets into the spirit of the counseling relationship, he likes to feel that he has the undivided attention of the teacher or counselor.

9. Even outside of the play therapy laboratory many teachers and counselors use small figurines representing each member of the family for the child to play with while being interviewed. Playing with the figures may reveal their feelings toward various members of the family better than they can express their feelings through words.

10. The counselor has the responsibility of keeping the conversation on the child's level and using terms within his experience level and which he is sure to understand and can handle.

11. Silence during the counseling interview may be something different for small children than for adults. The child may wonder about silence, but he is usually not afraid of it.

12. Don't expect the child to always be courteous, tactful or considerate. He is still in a stage where he is self-orientated. He may be very disagreeable, negative and uncooperative during the counseling period.

13. The child may come to like the counseling situation and be reluctant to eliminate the relationship.

14. The child, through most of the elementary school years, is likely to indulge in fantasy and a great deal of exaggeration which the counselor and teacher will be forced to accept, but sift out and determine its value in light of other knowledge about the individual which they have assembled.

15. Since the child may frequently find it difficult to express himself verbally, it is important for the teacher or counselor to make sure that he senses or feels the attitude that the child is attempting to express, as these feelings may either block the discussion or keep the child's problem from coming to a focus. If there is any doubt about what the child is trying to say, the counselor should reflect back to him what he thinks he has said until there is an understanding. The counselor can say, "Let me see if I can say what you mean," or "Is this what you mean to say?"

16. Children may talk to themselves a great deal during the counseling session. Accept this without interruption, but listen

to what they say very carefully. Their asides may offer many clues which are important in understanding them.

17. Just being able to talk with an understanding and sympathetic adult with whom they can identify, may release for the child tensions, anxieties, some feelings of guilt, fears, and some feelings of hostility. In some instances, it can also change his feelings about himself and by so doing, improve his confidence level. As he moves from a position where he feels that he cannot achieve to a position or feeling that he can achieve, he is likely to be far more self-accepting. For many children, just identifying with an adult in a positive counseling relationship is supportive.

18. The traditional counseling period will usually be shorter for the child than for the adult, mainly because of their attention span; but some children may need an extended period to permit them to organize their thoughts and establish their own pace. Many times the child will want to linger on and will seem reluctant to leave. This may mean that he is still seeking support from the counselor, or that the session thus far has left him with a feeling of insecurity.

19. The counselor working with a shy child who has a difficult time talking, may find that changing to a play therapy room where the child can engage himself with toys, will help him identify more readily with the counselor.

20. While the teacher or counselor may have to enter more directly into the counseling process than is generally the case when counseling an adult, it is important that the child not be helped to the extent that he will not be able to follow his own thought pattern.

21. The child may not be aware of a specific problem. He may define his problem in terms of feelings of anger, fear, unhappiness, likes or dislikes, or simply, "I don't know about this thing."

22. In general, children will need more assurance and support than adults need in the counseling relationship.

23. If an interview with a child involving a personal problem is to be taped, it will be necessary to obtain the parents permission. Role playing in a class or through personal interviews regarding classroom problems may be taped without permission. Names should not be used.

24. Children usually do not mind being "taped" but they may be so curious about the process that it may be distracting to the main purpose of the interview. In such instances, the "taping" should be abandoned.

25. Close the counseling session on a pleasant note when possible.

Counseling With Parents Of Elementary School Children

Parent counseling will necessarily be cast on a different level than counseling with children. To work successfully with parents, however, is an important aspect of any guidance program for elementary school children. At times, any success the counselor or teacher gains in assisting the student may depend on the success they have attained with parents. The following suggestions are fashioned from good practices in counseling with parents.

1. Creating the right atmosphere is important when counseling with parents. They like to meet with the counselor or teacher in a quiet place where they will not be disturbed, and where they feel that what they have to say will be held in confidence. Try to make the parent feel at ease. They may want to enter directly into the counseling relationship, but whenever possible, take time to build rapport.

2. Getting off on the right foot with parents depends a great deal on how tolerant and objective the counselor or teacher can be during his initial contact. There are some parents who enter into the counseling relationship with all of the frustration which they experience in dealing with their children and who are perfectly willing to make the school a "whipping boy" to cover their own inefficiencies and lack of skills. If the counselor can avoid stereotyping parents and accept them in a warm, friendly and understanding way, much of any antagonism which might have been developed can be resolved.

3. Helping parents demands that the counselor clear his mind of many preconceived ideas about parents which he might harbor. Often just going over a school record which reveals a lack of understanding on the part of the parent will bias a counselor. Then, also, the nature of the counselor's job is often such that he is likely to identify so thoroughly with the child that he has a tendency to see only the child's aspects of the problem or situation. No matter what the counselor's particular bias may be, he should attempt to maintain an objective attitude toward the parent.

4. Parents are likely to respond best to the counselor who reveals his human side to them. Nobody likes stuffed shirts. Parents feel more comfortable with counselors or teachers who do not probe too much, who are not aloof or judgmental, who do not talk down to them, who seem to understand that raising a family is a job that gets out of hand once in a while, who can talk about something, report cards, test scores, problem children, and who seem to accept and attempt to understand their child to the extent that they are genuinely concerned about his welfare and his progress in the school on an over-all basis. Parents are almost sure to be uncomfortable with a teacher or counselor who wears his knowledge on his sleeve as if it were a badge of superiority which he is afraid parents will destroy.

5. In conducting effective parent-counselor or parent-teacher relationships, nothing can replace the direct face-to-face relationship between the counselor and a parent. Even when both parents are present, the relationship may be distorted and those concerned not feel free enough to express what they really feel or think. Certainly, when a child faces a counselor and two parents, he may

be justified in feeling that the cards are stacked against him even though the three adults may be acting in his behalf.

The following suggestions should be helpful to the teacher and counselor in conducting interviews with parents and in furthering a sound counseling relationship in general:

1. Be casual and relaxed. Attempt to create a permissive atmosphere so that parents will feel free to express their feelings realistically. Do not rush immediately into the problem unless the parent introduces it. Take time for ordinary conversation. Even when the parent is angry, it is the counselor's responsibility to keep calm. You are the professional person in the relationship.

2. Be a good listener. Parents usually want to talk and much can be learned about the child simply by listening to the parents. They will reveal areas of acceptance and rejection, how they feel about the school, where the school is failing them, where the school is meeting their needs, what they wish the school and teachers would do and a host of other things which the parents will reveal by words, attitudes and tones of voice, and which the discerning counselor can pick up, if he listens.

3. Respect the personality of the parents. Show your acceptance of them as a parent and as conversational equals. Avoid leaving the impression that you are critical of the way they are handling their child or that you feel that they are "bad" or indifferent parents and the source of much of the child's difficulties. Most parents need assurance and to be made to feel more adequate.

4. Set up the conference on a liberal time basis so as to be sure to permit a full discussion of the problem which is presented.

5. Cushion any negative remarks that you feel must be introduced into the parent counseling session by selected but realistic, strong points about the youngster.

6. When the parent is critical of the school or a teacher or even of the counselor, accept it. It will do little good to argue with a parent. To argue, or to show marked displeasure at negative feelings or thoughts introduced by the parent, is an almost sure way to break rapport. If instead of showing anger, the counselor falls back on a summary reflection of the critical statements made by the parent, they often modify their criticisms.

7. When a conflict occurs between what the school thinks about the child and what the parents think, try to slow the counseling session down by reflecting the issues involved and discussing them so that at least a few of the conflict areas are resolved.

8. Encourage the parents to take the lead and assume responsibilities in making whatever decisions may be arrived at during the counseling session. Avoid giving direct advice unless it seems entirely appropriate.

9. Do not expect sudden or quick switches in the behavior of parents toward their children as a result of counseling. Parents will need time to adjust to new experiences and new ways of behaving toward their children. When they come to realize that they

may be a cause of their children's difficulties, they may react first by feelings of insecurity before they try out and shift to new ways of doing things. They also need time to let youngsters get used to their changed attitudes. Like children on exploring expeditions, they revert to older ways many times before settling down to the newer approaches.

Group Guidance In The Elementary School

Both the teacher and the elementary school counselor have numerous opportunities to use group guidance procedures in achieving the guidance objectives of the elementary school guidance program. Of these two staff persons, the teacher because of her role in the classroom setting, probably has the greatest opportunity for using group guidance procedures. The teacher is also involved in the process of teaching and in connection with her responsibilities uses many group activities. This may be the reason that writers on this subject often leave the impression that teaching, group guidance and group activities are interchangeable concepts. This is an inaccurate perception which needs clarification before one becomes involved in a discussion of group guidance.

The teacher is engaged in the teaching process when she involves students in learning activities designed to increase knowledge, understandings and learning processes such as reading, arithmetic, spelling, etc. In this process, the teacher has in mind certain "academic" objectives which determine the learning experiences planned for the students.

Group activities are only what the term implies: these are activities engaged in by pupils in groups such as a group playing baseball, a reading group, etc.

Group guidance is defined as planned group experiences designed to assist individuals in the group to achieve guidance objectives.

From the above, it should be evident that the teacher may use group activities to achieve guidance objectives while presenting content related to academic objectives. It should also be evident that all teaching is not group guidance and that group activities do not necessarily have guidance implications. Whether or not teaching and group activities have guidance implications depends entirely upon the objectives for which the teacher is planning. Within this context an attempt will be made to identify teacher and counselor opportunities for group guidance. In both cases, the listings will be suggestive of activities rather than an attempt to exhaust the possibilities.

Teacher Opportunities for Group Guidance in the Self Contained Class

1. World of work-
   -worthwhileness of all jobs
   -vocational information
2. Peer relationship problems

3. Orientation to new situations
4. Attitudes and values
5. Understanding and accepting self
6. Child-parent relationships

Counselor Use Of Group Guidance

1. Group guidance with pupils, parents and teachers
2. Orientation to kindergarten or the first grade
3. Orientation to junior high school

Understandings And Competencies Needed By The Teacher For Group Guidance Functions

1. Principles of group dynamics
2. Psychological needs of individuals
3. Psychological needs of groups
4. Sociometric techniques
5. Sociodrama and role playing
6. Discussion techniques
7. The development of leadership skills

The elementary school counselor is probably the staff person who is most knowledgeable about group guidance procedures and techniques and should assist teachers relative to this responsibility.

Techniques for Implementing of Group Guidance in the Elementary School

The developmental approach to elementary guidance for **all** pupils also may be implemented through group guidance activities. These may be led by a teacher, a counselor, a student or students, the parents, or a resource person. Activities, whether through subject units or activities in class, special guidance meetings or assemblies, or special club or activity groups, may be used to give needed information, to provide opportunity for peer group interaction, to verbalize ideas and feelings, and to develop attitudes and values. In many instances, group guidance activities if used properly and if directed effectively, can motivate youngsters to voluntarily seek counseling and to use other guidance services.

Group guidance can often help a child attain the knowledge and background he needs to begin to answer the often repeated questions of: "Who am I?"; "Where am I going?"; "How do I get there?". By opportunity to participate with others, the child may begin to arrive at a definitive self-concept and a sense of himself in relation to others. Through pertinent information, both vocational, educational, and social, he may be introduced to the world of work and the reason for education and the importance of education and work to that world. It may be that goals and objectives will begin to formulate for the pupil that might lead to his best use of his potential.

If the premise that guidance is for all pupils and is a responsibility of the entire school staff is accepted, then several examples of group activities come quickly to mind: welcoming the new student; good manners at school; cafeteria and table manners; nutritious and balanced lunch; safety—bus, bicycle, walking, riding with mother or father; good citizenship; patriotism; pride in the state; pride in school; good health habits; study habits; making friends; respect for authority; personal responsibility; and many other subjects.

Even though the activity is part of a subject, for example: transportation presented in social studies, correlated work in art, music, woodwork, English, reading, and other subject areas could be a cooperative part of the unit. It seems odd that often a complete unit, such as transportation, is presented and during the time of presentation very little mention is made of the people who work and who invent and who make the entire area of transportation come true. Who are these people and what do they do? Most primary grades study units and plan activities on neighborhood workers. What an excellent opportunity to introduce children to a live policeman, for example, who might come and talk with them about his job, why he is a policeman, and how he can help boys and girls. He might be the father or a relative of some child in the room or in the elementary school, and this would make the experience more meaningful to the child.

Many methods of presenting group guidance activities may be used. Some are: stories and books, pictures, TV, films, filmstrips, newspapers, drama, posters, role playing, puppets, sand casting, models, field trips, assemblies, speakers, committees, cartoons, scrapbooks, displays, panels, buzz sessions.

If the fact can be accepted that attitudes and self-concepts are more often developed within the peer group, then perhaps desirable attitudes and improved self-concept can be aided in development through planned group guidance in the elementary school.

Evaluation of the effectiveness of group guidance may be made by the teachers, counselors, and pupils through both a structured questionnaire and by subjective evaluation through observation of the pupils and by the verbal expression of feelings of both the adults and pupils.

The greatest success in group guidance depends, of course, on the attitude, understanding, and participation of the administrator and the teachers toward the elementary school guidance program as well as on the leadership of the elementary school counselor.

The World of Work For The Elementary School Child

As elementary school guidance develops, more and more authorities are pointing out the need to provide the child at this age level with appropriate occupational information. Principles which should be observed in developing such programs, as well as methods and techniques which can be utilized in promoting occupation information at this level, will be discussed in this unit.

Principles

There are several principles which should be followed in imparting occupational information and giving vocational guidance to elementary school children.

1. The purpose of presenting occupational information at the elementary school level is not to rush children into making a choice of a vocation at this particular time, but to present information which will broaden the base of the youngsters' understanding of the world of work as a background for later decisions.

2. There should be a thorough recognition that vocational choice and vocational decision making is a developmental process involving many choices and many decisions over an extended period of time. It is seldom a choice which is made at a particular time. The young person literally grows into his vocation. The elementary school period is the formative beginning years in the total process.

3. During the formative period practically every decision and every experience in which the individual engages has vocational significance. The course work and activities in which the child engages determine his abilities and interests. Social aptitudes, health, personality structure, attitudes and skills are the raw materials from which vocational choices eventually emerge.

4. The program should be graded and adapted to the developmental level of the youngsters the program or projects are designed to serve.

5. Most of the objectives outlined for providing vocational information to elementary school youngsters will probably not be completed during this five or six year span. The majority of the objectives initiated at this school level will have to be continued into other developmental levels and may not even be completed during the public school years. The elementary counselor or teacher is, therefore, not charged with the whole job of providing such information to youngsters. It is enough that he start the youngster on the journey.

6. Insofar as possible, the occupational materials and concepts initiated at the elementary school level should be integrated into the regular curricula of the schools. Special programs should supplement rather than replace the curricula emphasis.

7. Since decision making at the elementary school level is so thoroughly dependent upon parents, it is extremely important to keep them informed of programs and projects being planned. They are probably the most definite influence on the vocational choices of youngsters at this period.

8. The child's understanding of occupations is determined as much by how he feels about what people do as what they say and think they do. The "feel" he gets from a poem about the blacksmith may cause him to identify positively with the blacksmith even though he may not know what he does or the kind of person he really is. He just feels this way about him.

9. Attention should be given to non-reading methods and

techniques of studying and presenting information about occupations. Films, field trips, identification with individuals in various occupations are examples.

10. There are stages of readiness for receiving various types of occupational information just as there is readiness for other types of information which is presented to children at the elementary school level. Determining when a youngster is ready for various emphases is a problem for teacher or counselor. Unless the youngster is ready for the information which is presented, it will have little or no meaning for him.

11. One of the primary concerns during the elementary school years, should be directed toward assisting the young person complete the developmental tasks he should complete at this stage in his development.

12. Interest will be so unstable at this time that they can only be conceived as temporary and changing. Much the same thing can be said of values. Both interest and values become more of an indication of what will motivate children after the fifth grade. Girls are more interested with values and boys are more concerned with interests at nearly all stages after the fifth and sixth grade.

13. Neither boys nor girls will give much attention to vocation or occupational information and concepts based on capacities and abilities during the elementary school years. This gives added importance to how children may feel about various things rather than what they may think about them. They will begin to give attention to ability and capacity and how they differ from other youngsters to a far greater extent after the fifth grade.

Techniques

What methods and techniques can be utilized by elementary school teachers and counselors to provide occupational information and guidance to children? The following methods and techniques seem appropriate:

1. Classroom sponsored programs. Nearly all classroom units can be utilized to provide occupational information to children in the elementary school. Most schools, however, center their programs in social studies and English classroom units. Classroom sponsored programs will need to be coordinated with other units providing vocational information in order to avoid duplication of effort. Teachers using this method will have the advantage of being able to develop a complete program for the school year and the school can plan long term programs covering the entire six year span of the elementary school on a coordinated and graded basis.

2. Demonstration methods. Demonstrations are usually popular with children. Firemen demonstrating the use of fire fighting equipment, the chemist or physical scientist demonstrating some of the techniques used in the laboratory, the nurse demonstrating first aid, a dog trainer demonstrating how to handle dogs, or the astronomer demonstrating the use of the telescope, are only a few

of the projects which can be demonstrated to children which have vocational significance which the elementary school child can understand. At this period, it is largely a "show-me-how" method.

3. Audio-visual aids such as posters, films, film strips, slides, tape recordings, radio and television programs, and overhead projectors. Not only can the audio-visual aids be used to promote independent projects, but they can also be utilized as supplements to nearly every aspect of a well planned occupational information and guidance program.

4. Supervised visits to offices, plants, business concerns, farms, ranches, museums, airports and various industries. Projects of this type are extremely popular with elementary school children, but need to be planned well in advance and carefully supervised as the program is carried out. A follow-up program will also be needed to permit students to discuss and evaluate what they have learned. Parents can be of service in helping plan and supervise the program. It is a project which can be adapted to almost any class unit in the elementary school.

5. Dramatization. This is another popular method of presenting occupational information and guidance materials to elementary school children. There are many occupational skits found in textbooks and in magazine articles, and which can be adapted for various school levels. Teachers and counselors, and even students, can also develop their own skits.

6. Role playing. Role playing is a more spontaneous method than dramatization and frequently produces more ingenuity. By identifying themselves with various occupational roles, such as farmer, doctor, teacher, nurse, scientist, lawyer, engineer, actor, and a host of other occupations, the child can learn much about the workers in these fields. In some of the projects which they initiate, they can get a deeper feeling for a particular job by using some of the tools used by workers in the field they represent. Role playing frequently encourages children to observe workers in the occupations they have represented.

7. Observation. If a child is taught how to make accurate and objective observations, he will have a tool placed in his hands which will assist him in studying many occupations by observing what workers in various occupations do. Once this habit of observing people at work is formed, he will be able to accumulate information about jobs while engaging in many types of activities which can be utilized when considering his own choice of an occupation. The advantage of teaching youngsters how to observe, is that it is a technique essential to many learning methods other than the study of an occupation.

8. Quiz contests and panels. Programs modeled after "What's My Line," and various quiz shows and spell-downs, are very popular with youngsters after about the third or fourth grade.

9. The interview. To teach youngsters how to interview is to provide them with another tool which they will use all through

their life. They will need the interview to obtain occupational information from people and they will utilize it later in their efforts to secure a job. Methods of interviewing can be taught to elementary school children through the use of observational and demonstration techniques. Role playing is also a prime method of teaching the use of the interview. Children especially like to see the teacher interview or be interviewed. They also like to observe others interviewed and to listen to tape recordings. They like to interview each other in role playing situations, especially if they are recorded and played back to them. To begin with, it may be best to start the children by providing them set questions to ask about jobs.

10. Counseling. This is the one indispensable method of providing occupational and vocational guidance and information to youngsters at all levels. As the elementary school children are presented with an opportunity to study various information and occupations and do some thinking about their own role in the world of work, they are sure to have questions which they will talk over with a counselor.

11. Tests, rating scales, personalitv inventories, interest inventories, and problem check lists. The individual never reaches a stage of vocational maturity when he can make intelligent and objective choices and decisions of a vocational nature until he has been presented an opportunity to explore and discover his interests, abilities, personality, strengths, and weaknesses and some assessment of his problems and adjustments in relationship to his growth and developmental patterns. When the child is ready for such an experience is a very debatable question. On his own level, it is probably going on at all growth stages. The teacher and counselor must be sure of the readiness of the elementary school child before imparting information about himself which might be upsetting to both the child and his parents. As a general policy, it is probably best to conduct only general discussions about personality factors, abilities and aptitudes and answer questions which the youngster initiates prior to the fifth grade.

12. Providing suitable information through books, pamphlets, periodicals, news letters, school papers, special displays in the classroom and bulletin boards, and the strategic use of comic strips which have a vocational message for the elementary age child. All of the above are valuable means of getting information before children and for calling attention to the services which the school offers in assisting the student to obtain occupational information which he needs.

13. Correspondence with successful men and women in various occupational fields. This can be a class project. It can be confined to local people who have been pre-contacted or spread to a larger area where the youngsters can use their own initiative. The teacher should assist the student by discussing questions to ask and by making sample letters available. After the replies have

been received, they can be placed in a scrapbook and displayed in the library.

14. Radio and television programs. These can be real live programs or they can be acted out programs. The youngsters can invite some successful individual to the class or a discussion group, and then a panel of youngsters can be prepared to ask him questions about his job and his ideas, about things about his life which they might be interested in. Tape recording some of the interviews can also prove exciting to the children.

15. Keeping a vocational and occupational information scrapbook. It is surprising how many articles children can find in the daily paper and in magazines relating to occupations. A prize, a nice book or something similar, can be offered for the best prepared and best arranged scrapbook.

16. Reading biographies of successful men and women in various occupational fields. The school librarian can be encouraged to participate in this project by displaying books which are appropriate for the various developmental levels and which are about occupations.

17. Bibliotherapy. This is a project largely for teachers. There are several good bibliotherapy lists available which are classified according to children's interests and personal problems which children may face. The teacher, by knowing the problems of the children in her classes, can often suggest books which may be helpful to the child. The teacher and counselor should also keep a list of books available for parents who may be facing particular problems with their youngsters.

18. Junior Career Day. Representatives from various occupations and professions in the community can be invited to the school to talk to children in various classes about their work. The children can be prepared for the visits by teachers and counselors, and follow-up studies can be discussed in the class where children will be presented an opportunity to ask whatever questions the discussions have produced. The adults who participate in the program may also need some preparation by being briefed about the age group they will contact.

19. Bulletin Boards. Bulletin boards have a fascination for youngsters, particularly when they have had a part in planning and arranging them.

Projects and Activities

What specific things can be done to help elementary school children become familiar with the world of work and orientate them to the problems of vocational choice and selection at later periods in their development? The following projects have been designed to provide such a back ground:

1. Teachers can schedule field trips where emphasis will be centered on the worker and the types of skills which they utilize in performing their jobs.

2. Parents can be encouraged to visit the school and share information about their jobs with children.

3. Have children in any room study the occupations of their fathers (and mothers). They can be encouraged to prepare short talks or write short reports as a class project.

4. Encourage children to cut color pictures from magazines of "men at work" on various jobs, and place them on a special bulletin board designed for this purpose.

5. Prepare a color book, (grades 1-3), showing people and situations in various types of jobs and the kinds of uniforms they wear on the job, (firemen, policemen, doctors, dentists, nurses, soldiers, sailors, marines, engineers, mailmen, professional athletes, etc.,) which the children can color.

6. Encourage teachers of various subject matter fields, (art, physical education, history, arithmetic, English, science, etc.,) to prepare a large chart of the occupations that require skill in their fields, which can be displayed in their classroom or in designated places in the school.

7. Encourage the school librarian to display books for each age level, which present challenging stories of individuals, who are successful in various fields of human endeavor.

8. Have the students in grades 4-5-6 make a survey of the various types of jobs, which exist in their community, and then vote on the ones they would like to visit.

9. Assign the children, in one of the classes in grades 4-5-6, the task of writing out the answers to the following questions, as a means of getting to know themselves better: "What sort of person do you want to become?" and "Why do you want to be that kind of person?" Analyze the replies to see what extent occupations determine the answers given. Have the students, who answered the questionnaire, prepare answers to the same questions one year and two years hence.

10. Have the students write short papers on, "The things I do best." These papers should also be saved and the project duplicated a year and two years later.

11. Another topic which can be assigned to students with profit in many classes either by written exercises or short talks is: "What I would most like to be when I grow up."

12. Contact some business men, ministers, policemen, pilots, teachers, sports figures, etc., and assign students to interview them about their jobs and then make reports back to the class. It may be fun for some of the children to publish their interviews in the school news sheet — even though it may be mimeographed.

13. Duplicate number 12, but arrange for the personalities contacted, to permit the students to tape-record their interview. The recordings can then be played to the class.

14. Look for good films and filmstrips which can be shown at various grade levels.

15. As the children study various assignments in English, history, science, music, art, and other fields, it encourages them to identify the occupations of the various authorities or characters in the field they are studying.

16. Encourage the children to develop a newspaper where they can list occupations they have discussed in class, write editorials and include other items which may have significance to them.

17. Start a vocational scrapbook as a class project and encourage each child to cut out pictures and articles from various newspapers and magazines which they can paste in the scrapbook. A rotating committee to decide what goes into the scrapbook may be necessary. The art class can prepare an attractive cover for the scrapbook.

18. Encourage children, who have an interest in art, to make attractive posters; they can be original creations, copied from pictures in magazines, or following suggestions made by the teacher or by parents.

19. Develop projects, which show the vocations associated with the various holidays, example: Christmas toys made and sold, Christmas cards, the work of the mailman and post office worker in delivering the cards and gifts to the home. All holidays have special vocational significance.

20. Develop projects, which show how various vocations are related to the seasons of the year, example: What is involved in a wheat harvest? In getting ready for summer, dusting off the air-conditioner, sharpening the lawnmower?

21. Safety demonstrations by firemen are always exciting experiences for children, and serve a double purpose, in that they may be a part of the school's safety program.

22. The school's nurse, ambulance drivers, firemen and interns from hospitals, can also be a part of a demonstration program, showing what all of these people do when on the job, as well as supplying a good safety education program.

23. Students can be encouraged to study individuals who have made a success in more than one occupation. Such a study should help students to become aware of the fact that they can probably find success in more than one field of endeavor.

24. Organize units, in the social studies curriculum, to show the various activities people in the community engage in to make a living. One unit, for instance, can be developed around home building and the children can discuss the work of the carpenter, the bricklayer, the electrician, the painter, the plumber and others. Another unit can be organized around city jobs, and can include sanitary workers, water supply, police, firemen and others.

25. Encourage the children to prepare their own personalized vocational notebook which will include a study of their interests, abilities, special aptitudes, skills, strengths and weaknesses, notes from class discussions, test profiles, and clippings from newspapers, which are related to vocations of particular interest to them.

26. Present materials and information about what is important in vocational choice and selection including opportunities to discuss when an occupational choice should be made and what needs to be considered before making a choice. This unit is best for sixth graders.

27. Encourage students to take tests which will help them understand their interests, abilities, aptitudes, and their educational and socio-economic background. No child can make intelligent vocational decisions at any level without this information.

28. Discuss with the children, beginning at about the fourth grade, the importance of individual differences, why people differ in so many of their interests, abilities and aptitudes, the development of their uniqueness, and the problems of self-acceptance due to their differences. This project can be the basis of a long term study by the children and related to the developmental task concept. Some students, at the sixth grade level, may be ready to relate their uniqueness to aspects of their educational, personality, and vocational development and adjustments. When this is the case, they will almost invariably need individual guidance.

29. Encourage teachers in the school to study together with the help of the school counselor, to develop units for various classes which will emphasize occupations at each level so that the program through the elementary school will not only have continuity, but avoid repetition.

30. Teachers should, also, be encouraged to work out what goals and purposes occupational units included in the curriculum should follow.

31. Through a "Junior Career Day" present children an opportunity to become acquainted with individuals in the community from a variety of occupations, including occupations outside of the professions.

32. Provide children an opportunity to study unusual and little known occupations in the professional, technical and nontechnical fields.

33. City youngsters may need to be presented an opportunity to observe adults at work in jobs which are characteristic of rural communities, farms and ranch life.

34. Present children an opportunity to explore the contributions which various clubs and extra-class activities in the community can make to children's knowledge about vocations. This project may be important for children who are preparing to enter junior high school where selecting the right school activities may be a problem.

35. Promote conferences or workshops for parents to help them understand the role they are to play in the vocational growth and development of their children.

36. Present children an opportunity to visit a state or national employment agency. Such a visit should be made after students have been prepared for such a visit. It is a sixth grade project.

37. Present children an opportunity to study, write papers, and discuss how the choice of an occupation conditions and influences other aspects of their life.

38. Provide girls in the various elementary school classes special opportunities to study occupations other than the three

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traditional occupations for women (nursing, teaching, and secretarial work).

39. Permit children in the first and second grades to engage in play activities involving various types of jobs. They can play doctor, lawyer, baker, teacher, nurse, carpenter and a host of others. In most of these activities they can use actual tools.

40. Engage children in discussions which will help them see the dignity and value of all work in which man engages. It can be a progressive program with units at each grade.

41. When the children are at the theme writing stage, permit them to write papers on such subjects as "Some Jobs I think I would like," or "When I grow up, I would like to be a ...."

This project should get the children thinking about jobs and their relation to them. They should be encouraged to emphasize why they should like a particular job and what aptitudes they think they possess at the present time for such a job.

42. Permit students to discuss how they can utilize their vacation periods to get better acquainted with various occupations.

43. Read stories with an occupational background to first and second grade children. Such stories as, "The Little Train That Thought It Could," is a good example of the type of story that can be read. After the story has been read to them, the children can discuss trains, who runs the trains, what the conductor, brakeman, engineer and fireman do, as well as the value of cooperation and thinking that you can do certain things as life values.

44. My Daddy belongs to the Rotary Club (Lions, Kiwanis, etc.) This is an opportunity to discuss the vocational classification structure and purpose of civic clubs.

45. My Mother belongs to the (One of the women's Clubs), which is a companion to the men's organizations.

46. Hold a conference for parents where they can discuss the use of vacation periods to further the acquaintance of their children with various occupations. One school developed an individualized vacation program for parents by pointing out what to see in various areas of the country which might bring children into contact with new occupations.

47. Games in the nature of the old fashioned "spell down" can be devised to acquaint students with some occupations.

48. Jobs in various government agencies can be used as a unit in a number of classes from the third to fourth grade through the sixth. People who work for the government can be speakers and frequently can show slides or films.

49. Give the youngsters a brief look at the glamour jobs, such as, movie-television actors and actresses, the entertainers, professional musicians, professional athletes, and the astronauts.

50. Conduct vocational exhibits in connection with Science Fair contests and exhibitions.

51. Study methods and techniques of problem solving with the youngsters through class discussions and group guidance.

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52. This is for the teacher: Make a list of the interests of the children in your class and check to determine to what extent opportunities are presented in the school to assist them to develop their interests. Outline a plan for assisting those students whose interests are not being cared for through normal classroom procedure.

53. For the teacher: Check each student in your class against a developmental task list for their particular age level and attempt to determine which students may need help in completing the tasks they should be completing before they move on to the next developmental level.

54. Promote hobby shows as a means of helping children develop interests and assume responsibilities.

55. Develop a unit for fifth and sixth graders which will help the children be aware of the importance of building a good background during the elementary school years as preparation for the rest of their educational career. Learning good study methods and reading habits can be part of this unit.

56. Develop a unit which can move progressively through the 4-5-6th grades on the importance of education to vocational choice and what actuallyhappens to young people who drop out of school before completing high school. The dropout problem can only be dealt with effectively if the potential dropout is identified early in the elementary school — probably not later than the fourth grade.

57. Develop a unit for parents of elementary school children which will help them understand the importance of education to their children, how the various subjects carried in the elementary school are related to vocational choice, and what their specific role should be in the vocational guidance process of their children.

58. "My Daddy belongs to the Union" and "My brother is an apprenticeship student" was the basis for a discussion in the sixth grade.

59. "My mother is a Gray Lady" and "My sister is a Candy Striper" was a program similar to the one which children enjoyed.

School Placement

"The guidance program has the responsibility of aiding the pupil to enter upon and adjust to his next educational activity, suitable employment, or any other major step involving planning, choosing, interpreting, or meeting the demands placed upon him. Placement services are those aspects of the program concerned with aiding the pupil to make effective transitions between various steps of his educational progress and from school to part-time or full-time employment. Responsibilities of the school in providing these services as an integral part of the total program of guidance services involve aiding the pupil to adjust to the present situation, to enter further training, and to take his place in the world of work."

It is unfortunate that many times the philosophy of placement has been mistaken for purely manipulative procedures. The very word "placement" should make one check his philosophy of guidance. Do we place pupils? Do we make all of the decisions for students? Or, do we supply pupils with all of the necessary information to assist him in making his own decision? Placement is not merely a mechanical process. It is a process whereby the school and pupils and parents work together to help the pupil to adjust, or to choose, or to plan. Students must learn, through a gradual process, to make wise decisions based on facts and valid information.

The purpose of placement in school is, therefore, to maximize the student's chances for success. Elementary schools should be especially concerned about the placement of the child, because it is in the process of establishing the foundation upon which future progress and success will, to a considerable degree, depend. The importance of proper placement at the elementary level could hardly be overemphasized. During these years the child is acquiring habits, skills, and knowledge he will need to make wise choices and set up workable plans as he moves progressively toward maturity and the time he must assume adult responsibilities.

Several factors should be considered in placing a child in the educational program. Among these factors, the following seem especially significant:

1. Readiness of the child for the responsibilities the placement assignment has for him. This seems to be a basic condition that must be present if a person is to successfully master a developmental task when confronted with the task. It is no less true in case of demands placed upon the individual by the school and society in general.

2. The child's interests and plans. "Both the amount and direction of one's life's accomplishments are determined largely by the factors of interest . . . For understanding an individual's total personality, it is absolutely necessary to know something about the kind and intensity of his interests. As long as this knowledge is lacking, neither educational nor vocational guidance can have a solid foundation."

It is a characteristic of children that their interests change frequently. This seems to be part of the developmental process. One theory holds that each interest is influenced by preceding interests and even though there may be frequent change, each interest has something to do with bringing about a stabilization of interest leading to a final choice of activity to pursue on a continuing basis. It seems, therefore, especially important to study the child's interest patterns carefully for signs of maturing interests, and where possible, assist the child to explore each interest as fully as possible.

3. The child's past record and its implications. A person's record of past performance is considered a rather reliable indi-

cation of probable future performance. In trying to decide proper placement for children, the record should be reviewed for evidence of strengths, weaknesses, interests, ability, developmental pattern, and consistency and inconsistency in performance. Final placement should be based on the best conclusions the examiner can reach after reviewing the record for evidence on these points.

4. Availability of placement opportunities. Obviously, facilities and procedures for proper placement must be available before this can be done. Without facilities for proper placement, without proper procedures for using them, nothing can be done to help the child make the most of the new assignment. Providing proper placement facilities is probably a major problem for most schools.

Follow-Up

The follow-up service is concerned with what happens to pupils while in school and after they have left school. The follow-up is of great value, when the information is evaluated, to determine whether the current program of studies is adequately serving the pupils. There are two types of follow-up studies appropriate to elementary school: (1) for pupils in school and (2) for school leavers.

Some form of follow-up is going on more or less continuously. This is as it should be, and, when done regularly, should make the more formal follow-up easier and more meaningful.

In a somewhat formal manner, a follow-up study should be made at the end of the third grade in an effort to determine if the child is prepared and ready to move on to the next level. For those showing lack of readiness, proper placement dictates a remedial program to overcome deficiencies and allow more time to become ready for the next step.

The first formal follow-up study should be made when the child enters junior high school, a second one when he enters senior high school, and a third one when he leaves high school. Upon completion of the sixth grade, the child takes his second major step up the educational ladder when he enters junior high school. The elementary school should make a fairly comprehensive follow-up study toward the end of the first year in junior high school, in an effort to determine how well they were prepared for, and how they succeeded their first year in a somewhat different educational environment. A properly conducted follow-up will yield information that may be used to enable the school to improve its program from time to time and, thereby, serve succeeding groups of children better.

Follow-up studies of elementary school pupils should secure information from: (1) the receiving school, (2) pupils, and (3) parents. This information should include: (1) evidence of progress, (2) evidence of adequacy of preparation, (3) evidence of weakness of preparation, and (4) evidence of feelings of satisfaction and security in the school program on the part of pupils.

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Follow-up studies and the use of follow-up data should be based on established principles of procedures. The following are recommended as especially worthy of emphasis.

1. Prepare the student to participate in a follow-up study before he leaves school. Do this by letting him know what it is, why it is being made, about when it will be made, and how he can contribute to it.
2. Follow-up data should be used to evaluate and improve the school's instructional program.
3. Follow-up data should be used for study, reorganization, and revision of curriculum at regular intervals.
4. Follow-up data should be used to help pupils understand how their present training and subjects will help them as they progress through school.
5. Follow-up data should be used for keeping the public informed on the achievements and successes of the school.

Use of Referral Sources

In the rapidly changing world in which children now live, many treasured concepts of educational practices, of neatly packaged developmental growth stages of children, and of the self-sufficient "one teacher—one room" of children have gradually changed. It is realized, that only a cooperative effort of many people can meet the need for a developmental, preventive, and remedial program of guidance for **all** children.

Throughout the preceding chapters of this handbook, guidance has been presented as a school-wide program involving the entire school staff in its planning and implementation. Referral has been made to other pupil personnel services and to community and state agencies which can offer assistance for special problems.

Just as the teacher, who is said to be one of the key people in a guidance program, may need special help from the school counselor in working with an individual child or a class of children, to plan guidance activities to meet the needs of that child or group of children, or to understand through recorded information or observation possible techniques for better work with an individual child or a class, so the school counselor and the teacher may need the services of other professional workers to help them provide cooperative and effective help for children with some special problems.

Through teacher-parent-counselor conferences, serious problems may be prevented by the proper assistance at the beginning of the difficulty. Early identification of a pupil's characteristics—educational, social, emotional, and physical — can provide for proper placement in learning situations, as well as providing for a developmental guidance program for each child to learn, to understand and accept himself, to learn to make choices from a background of adequate information and experiences, and to learn to work with others so he may have some feelings of success and worth.

One of the great advantages of a school-based elementary school counselor is the immediate availability of the counselor to work with pupils referred to him or to coordinate referral to other pupil personnel workers, the opportunity for continuous follow-up of the child, and more time for teacher conferences and observation of the child. Cooperation between the classroom teacher and the school counselor in the referring of special problems would seem to provide help for the child at the time it may be most urgently needed.

Perhaps one of the obstacles in the most effective use of referral sources by both the teacher and the school counselor may be the reluctance to admit the need of help. Surely, more and more in every phase of life it is being forcibly brought to mind that there is no one person, group, or nation, who needs no assistance from others. Perhaps a reluctance to use referral sources fully and effectively may stem from indifference toward the request, a failure to follow-up with a report on what has been done, which includes some suggestions for the teacher to follow to help the child, and an understanding of the program mapped out by the specialist. To send a child back to the classroom without a teacher conference, or to fail to follow through on a request, will soon damage this most important area of a guidance program. To treat teachers as unprofessional by implying their request was not important, that they are not capable of understanding the problem, or that they do not need to know the mysterious involvement of matters beyond their realm is to seriously impair the total program. To be sure confidential information must be treated as such, yet the trained counselor or other pupil personnel workers can explain the general nature of the problem and give some constructive suggestions for the teacher to try. This, then, becomes a working partnership with the child's total program in mind. Indifference to the request, too great a time lag before action is taken, and no follow through with the teacher and principal will insure fewer and fewer referrals which will result in detriment to the child.

One of the first efforts of an elementary school counselor should be to start a list of referral sources, the functions of each, the person to call for assistance, and the liaison responsibilities of the counselor in the referral. Where possible a personal visit to the various agencies will provide an insight into possible areas and will provide personal acquaintance with the person or agency. This information will provide an excellent in-service program for the teachers who will, then, understand possibilities for assistance for the children in their classes.

In simplest terms it has been said that the administrator, the teacher, and the counselor see the child in the school setting; the psychologist sees the child in a clinical setting; and the social worker sees the child in a home setting. Certainly, all of these workers will cross areas at times, yet there may be less confusion on "roles and responsibilities" if the generalized statement is considered.

Referrals which the teacher-counselor-administrator-parent make may be those made directly to a source or person, those referrals made to other schools or pupil personnel service workers and specialists, and those referrals made to community or state agencies. The types of referrals and places of referrals will depend upon the size of the school, the distinctive needs of the pupils, and the philosophy of the school administration.

In a small school where teachers see and talk with the school counselor nearly every day, no referral form will seem to be necessary. In larger schools or where a school counselor may be assigned two schools, a simple mimeographed referral form, such as the following, could be quickly filled in by the teacher and placed in the counselor's office or mailbox and would facilitate efficiency of handling requests.

Please see me. I would like to talk with you concerning:
__________ a child
__________ a class problem
__________ test information
__________ material for group guidance
Urgent__________
convenient time for me__________

____
Teacher

This would convey the needed information and, yet, would reveal no personal or confidential information should the note be read by someone else.

Most problems or referrals can be worked through by the counselor, the teacher, and the immediate school staff. Some will require a parent conference or conferences. Under no condition should a child be referred to an agency, organization, or central office pupil service division until the principal and the parents have been consulted. Some schools require that the principal be informed before parent conferences are scheduled. The school counselor should have a complete understanding of the policy on referrals of the school system in which he is working.

A child may be referred for a number of reasons. Some referrals may be for remedial help in reading or mathematics. These may be diagnosed by the counselor, a school staff member, or if a remedial reading teacher is employed, he would be consulted. Placement should be on a level at which the child could achieve, or a special program for the child might be arranged. Parents should be included in the planning so that an understanding of the difficulty and plans for aiding the child would be clear. In some areas, special reading clinics or reading diagnosis centers, may be available for specialized help. Check the college or university in the area for special help offered. In large school systems, a reading consultant may be a part of the central office staff and would be available for conferences. Also, in larger school districts, the elementary supervisor, consultants in various subject areas, the

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guidance consultant, and the testing consultant would be available for conferences. A follow-up on each child and a follow through from year to year on the child is important. Gifted children may be identified early and every resource used to challenge the child and make his school experience rewarding and interesting. Placement in special courses or levels of work, might be a possibility in his school for him. Enrollment in educational television might be arranged. The librarian may be an excellent source of help.

Children who seem to have serious learning handicaps may be given an individual test by a psychometrist. The Special Education Division of the State Department of Education have qualified psychometrists who may help you. In schools where a teacher or counselor has been approved to give the Binet or WISC, the Special Education Department will accept his results for special education placement. Some county superintendents have a cooperative program for special education, remedial reading, school counseling, social work, and psychological assistance. The county superintendent can provide a complete list of services through his office. A word of caution must be made to the school staff: Be sure of the diagnosis. It is possible some children have been labeled "slow learners" even "trainable" on the basis of a test when their problem may be perceptual handicap, an emotional block, or some other handicapping condition.

A health problem which may interfere with the child's progress in school may require a physical examination, glasses, dental work, corrective shoes, clothing, even immediate surgery. In many areas the family physician or dentist will refer the child and parents to other professional services for further help if it is needed. In larger systems the school nurse and school physician will help the parents and the child if the family cannot afford medical or dental help. In the smaller school where school health officials are not employed in the system, there may be a community health center, local medical doctors and dentists who give time and service in emergencies, county welfare agencies, county health services, visiting nurse program, P.T.A., civic clubs which may help provide glasses, clothing, dental work, and medical needs. Speech and hearing specialists may be employed by the school district or by a cooperative program. The county health services may help with referrals or inquiry could be made to the Speech and Hearing Center, University Hospital, Oklahoma City. The State Health Department also may provide help and information.

If a serious behavior problem or emotional problem occurs which makes it impossible for the child to remain in a school setting with any degree of success, referral may be made to a school psychologist or a school psychiatrist. There are Area Child Guidance Clinics, as well as County Child Guidance Centers, under the supervision of the State Mental Health where referrals may be made if private sources are not available or feasible.

In many instances much work directly with the home is necessary. If a school social worker (in Oklahoma, the school social worker is certified by the Special Education Division under the title of Visiting Counselor) is available, he will work as the liaison person with the home and welfare agencies, the children's court, the county health program, etc. Where this person is not employed by the school, the social worker with the County Welfare Department will cooperate with the school.

It may be that to help the child the family may need to obtain services of various kinds. Some other sources may be Vocational Rehabilitation, Oklahoma Employment Security Commission, Medicare, Veterans Administration, Armed Services Family Services Program at the military bases in Oklahoma, Indian Agencies, Office of Economic Opportunity, Manpower Program, the new Federal Migrant Worker Assistance Program, Upward Bound Program, Tutorial Program, Urban League, and many others. This list is incomplete but with the help of school, community, county, and state people the list of referral agencies in a particular school and locality will soon be made compete.

When a referral is made for a child or a family by the school, school personnel should assume the responsibility to follow through and be ready to implement the planned program which has been suggested for the child. Through cooperation and understanding, the child can receive aid and preventive guidance will become a reality.

In the appendage of this handbook is material taken from a 1966 United States Office of Education publication, **Scope of Pupil Personnel Services**, by Louise O. Eckerson, Specialist, School Personnel Services, and Hyrum M. Smith, Chief, Guidance Procedures and Techniques and **The Teacher Certification Handbook**, State Department of Education.

Evaluating Elementary School Guidance Programs

Introductory Statement

No undertaking should be considered completed until it has been evaluated. The guidance program, and results achieved by its operation, should be subjected to careful review by a well planned evaluation program. Evaluation of guidance is complicated by the fact that results brought about by the program are often long delayed. There is a scarcity of satisfactory instruments for gathering data and the complexity of the program itself gives rise to many problems as to procedure and data to be sought.

There are two major factors to consider in evaluating the guidance program. These factors have to do with the mechanics of the program itself, and the part it plays in shaping behavior of students. The task, posed by these two factors, may be stated in the form of questions: (1) What is the nature of the program when considered from the standpoint of organization? (2) What effect does the program have on the behavior of students and in helping them develop ability to manage their own affairs in a satisfactory manner?

The instruments, included in this bulletin, have been prepared for studying the program in terms of question number one, namely, mechanics or program organization. No instruments are provided for studying the program in terms of question number two. The committee has the preparation of instruments for this purpose under way. When this task is completed there will be instruments designed to get some evidence of the effectiveness of the guidance program on the behavior of students, effect of the program on the school as a whole, services to teachers and their attitude toward and cooperation with it. These instruments will be available to interested schools when they are completed.

The materials appearing in this section are divided into three parts, as follows:

Part 1 — Background Statement for the Instrument.

Part 2 — Evaluative Criteria for the Foundation Elements of the Guidance Program.

Part 3 — Check List of Elements in a Guidance Program for Elementary Schools.

Background Statement For The Instrument

The basis for an evaluation of a program is to be found in the concepts upon which the program rests, the purposes it wishes to achieve, and the service it proposes to render. Some consideration of the question "What constitutes a good guidance program?" seems necessary before a satisfactory instrument can be prepared.

The answer to this question would seem to require consideration of some of the definitions of guidance. Since there seems to be no one single definition, the following has been selected as a point of departure. The implications it seems to carry are the basis for the items in this instrument and the information called for. "By guidance we mean a service to pupils and their parents of an informational and counseling nature — a service which will result in placing more round pegs in round holes and which will conserve human resources."

A thoughtful review of this definition suggests several conditions that should prevail in a good guidance program. These conditions are: (1) Service facilities must be provided; (2) Information concerning the counselee and opportunities available to him must be assembled and used; (3) Counseling, or assistance in understanding information and its significance, must be provided; and (4) Opportunities for making choices and decisions must be provided.

Another condition implied but not directly stated in this definition is that guidance is the responsibility of all school personnel. This point is set forth quite forcefully in the literature and we might reasonably assume that a good guidance program would result when the cooperative approach is taken, and each one assumes the responsibility that might reasonably be expected to go with his position in the school program.

When a program rests on the conditions outlined above, it seems reasonable to anticipate that certain desirable conditions would prevail in the school where such a program exists. Since the guidance program exists for the purpose of helping boys and girls, we would expect them to be somewhat familiar with and make use of the services provided by the program.

It seems, then, that the answer to our original question "What constitutes a good guidance program?" is to be found in evidence that the following conditions prevail:

1. The program is based on generally accepted guidance concepts and philosophy.
2. The administration actively encourages and enthusiastically supports the program.
3. The program is understood, supported by, and participated in by the teachers.
4. The program is directed by a trained and qualified person.
5. The program is understood and voluntarily used by students.
6. Proper facilities are provided.
7. The program contributes to desirable school conditions.
8. Services appropriate to the child's age and school level are provided. These services might include the following for the elementary school:
   a. Personal data and record
   b. Articulation, orientation and group guidance
   c. Information
      1. Personal-social
      2. Educational
      3. Occupational
   d. Placement
   e. Counseling
   f. Follow-up

Some Principles Basic To This Instrument

It is generally recognized that two principles should be observed in carrying on a guidance program. These principles are: (1) continuity and (2) comprehensiveness. These are interpreted to mean, providing organized guidance services for all children and all phases of their development on a continuum from kindergarten through grade twelve. When the conditions suggested above are present, the basis for a good guidance program have been established.

Should there be any difference between the guidance program provided for the elementary school and that provided for the secondary school? The-committee responsible for this instrument believes there should be a difference. The belief is held that there are some elements common to a guidance program at both levels and there are some elements peculiarly unique to each level. These we call FOUNDATION ELEMENTS FOR THE GUIDANCE PRO-

GRAM. The effort was made to develop this guide in such a manner that those elements common to a program at both levels are emphasized and easily recognized while those unique to a program at each level are set forth clearly and forcefully.

These criteria have been developed on the basis of the concepts set forth above and the belief that each criterion represents a foundation stone upon which a good guidance program must rest. In an evaluation effort one must consider the factual basis upon which the program rests, the philosophy supporting the program, the general plan of organization, and the effect on students' conduct and behavior. Consideration of the evidence requested by this instrument should assist in determining the significance of conditions present in a given program when judged by the criteria.

Any educational program to be effective and satisfactory, must rest upon a statement of purposes. The purposes should rest upon functional concept of education. One such concept may be summarized as follows, and is the basis for the position taken in this instance. The concept consists of two parts. (1) Education is a developmental process involving changes in the life of an individual. (2) Education results from efforts of society to guide children so that they will choose to live satisfying and acceptable lives. Assuming this concept to be an acceptable point of departure it seems reasonable to say that, the over-all major purpose of education is to assist individuals to become increasingly self-sufficient. This is done by means of activities, experiences and opportunities provided.

The guidance program should be planned and based on the purposes the school wishes to ultimately achieve. This requires consideration of the purposes of the elementary and the secondary school and locating any differences between a guidance program suitable for the elementary school and one suitable for the secondary school. These differences are due, in part, to the basic purposes of the two school levels. The following are suggested as basic purposes, upon which the schools' programs should rest.

> The first purpose of the elementary school is to provide assistance in laying the foundation for achieving habits, skills, attitudes, and knowledges that will ultimately lead to satisfying and acceptable personal and social behavior.
>
> The second purpose of the elementary school is to assist the child to go as far as possible in the direction of attaining these habits, skills, attitudes, and knowledges.
>
> The first purpose of the secondary school is to assist in the further development of acceptable competencies in the habits, skills, attitudes, and acquisition of knowledge started in the elementary school.
>
> The second purpose of the secondary school is to provide specialized assistance for dealing with those problems peculiar to the secondary school.

The successful operation of a guidance program requires familiarity with these purposes and what has been and is being done to achieve them. A complete evaluation will begin by a study of the elementary school program and its accomplishments. This information will be passed on to the secondary school for use in planning and providing guidance services.

The guidance program as conceived here, should be thought of as organized services designed to provide systematic and planned assistance to the pupils in all grades. These services should assist each pupil to better understand himself and the opportunities available to him in making the most of his strengths and in correcting or compensating for weaknesses that might interfere with his progress, thereby enabling him to become increasingly self-sufficient.

The purposes of the program should be pursued through cooperative relationships among all the school staff that have any significant responsibility to the program or any contribution to make to it. The effectiveness of the program will in the end, be determined by the cooperative relationships that prevail and the extent to which full use has been made of available resources. Definite provisions for articulating the resources of the school and the different school levels with the needs of the pupil is essential to a good program.

Finally, the program should reveal evidence and facts about the school, the pupils enrolled, and the general effectiveness of the program that those responsible for it may carry on continuous evaluation studies, to the end that a sound basis for changes and improvements is provided.

This instrument has been developed upon the basis of elements considered common to both the elementary and secondary school guidance programs, services considered appropriate to the elementary school, and the criteria by which the program should be judged. The elements common to both elementary and secondary schools are as follows:

1. The program is based on generally accepted guidance concepts and philosophy.
2. The administration actively encourages and supports the program.
3. The program is understood and supported by the teacher.
4. The program is directed by a trained qualified person.
5. Proper facilities are provided.
6. Research and In-Service Training Programs are encouraged.
7. Students understand and use the program.
8. The school works closely with the parents and community.
9. Staff members are aware of community resources and make use of them.

Three instruments are available for evaluating the guidance program of a school system. They are:

1. Evaluation Criteria for the Foundation Elements of the Guidance Program.
2. Check List of Elements on a Guidance Program for Elementary Schools.

3. Evaluative Criteria for Guidance Programs in Secondary Schools.

These instruments are not included in this guide. The three instruments do appear in "A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools, Grades K-12;" Revised Edition, March 1964 — Section VII, pages 76-121. A copy of the Handbook may be secured by addressing a letter to: The Director of Guidance, Guidance Division, State Department of Education, Room 310, Will Rogers Building, Oklahoma City, Oklahoma, 73105.

Section VI

PROMISING PRACTICES IN ELEMENTARY SCHOOL GUIDANCE

Promising Practices in Oklahoma

Organized programs of elementary school guidance in Oklahoma are growing. The years, 1965-66 and 1966-67, saw the beginning of approved programs in the public schools of the state. To meet the apparent need of school personnel for practical suggestions, to aid them in planning and evaluating programs in elementary guidance, several steps have been taken.

Under the leadership of the State Department of Education and the Guidance Division, guidelines for the approval of elementary school guidance programs under Title V, NDEA, were printed and sent to all schools in the state. Colleges and universities planned programs for certification of school counselors and obtained approval from the State Board.

The Oklahoma Curriculum Commission asked a committee to prepare a guide, **Elementary School Guidance Handbook,** for Oklahoma. The material was edited and approved. It was the desire of the committee that the initial handbook be used by elementary counselors during the 1967-68 school year for evaluation and recommendations before a final printing of the handbook. The tentative guide was distributed in the fall of 1967.

The Guidance Division of the State Department of Education, after a survey taken of superintendents, principals, and elementary counselors asking for their interest, felt the need for an elementary school guidance conference and conducted three Elementary School Guidance Workshops held in the northeast, south central, and northwest areas of the state. These were the first state-wide guidance conferences specifically dealing with elementary guidance in Oklahoma. From these conferences, a basic concept of elementary guidance was formulated. Since that time the number of annual conferences has expanded to four, which are geographically placed in the state.

Some of the promising practices in elementary school guidance, which were reported by elementary school counselors, and which have proved successful in their schools, were:

A conference with each child's parents which helped the counselor, teacher, and parents to become acquainted with each other. It was felt this encouraged the developmental, preventive approach to guidance. It was the opinion of this counselor, that too often the school waited until the child was in trouble or having a serious problem, before talking with the parents.

Units of study or activities presented by the classroom teacher, in which the school counselor was asked to present materials or to provide resource people to emphasize the guidance implication of the unit or activity being presented. This, it was felt, helped to make the guidance program a "schoolwide program" with guidance information reaching more pupils.

Many types of orientation programs to aid in more effective transition of pupils were mentioned. One unique practice was to schedule seniors to come, not only to talk with ninth and sixth graders, but also to come to the first grade and talk with those children.

Pre-school workshops in some schools provide for orientation of teachers to the elementary school guidance program — what the teacher could expect from the counselor, and what the teacher's responsibility was to the program.

Use of a Guidance Committee to help plan program and activities involved the staff more effectively.

In-service guidance meetings with teachers during the year were held. It was felt these were more successful when teachers themselves presented part of the material.

Filmstrips and films were used by some as a part of the total guidance program.

Working with teachers was felt to have been one of the most important facets in many schools. Communication with one another and an understanding of the objectives of the guidance program were felt to be fundamental to a successful program. Helping the teacher with identification of pupils with special needs, referrals, and follow-ups were areas the participants felt helped the teacher and counselor work closely together.

Evaluation of the testing program by working with teachers in studying the elementary testing program and making recommendations on both the tests to be given and the use to be made of them provided a cooperative decision.

Through occupational information presented in group guidance, knowledge of jobs available, area businesses and plants, and worker qualifications were increased. Attitudes and values toward the dignity and importance of all jobs were concomitant effects.

Guidance assemblies and room program exchanges as an outgrowth of group guidance projects or activities were reported.

Closer working relationships with referral sources were accomplished through local listing of these sources and an understanding of their functions. One pilot program school prepared a chart showing the coordination of all pupil personnel services within a large school system.

In order to constantly improve the effectiveness of elementary guidance programs, areas of special study were planned by pilot program schools. Evaluations ranged from subjective: surveys, pre-post questionnaires, personal opinions, letters; to objective: test scores, attendance, grades, number of children. More detailed information may be obtained in the 1969 **Supplement of the Pilot Programs in Elementary Guidance** or from the elementary school counselor who coordinated the study. Only a few are listed.

Studies designed to identify more clearly the responsibilities of the counselor and the needs and awareness of the elementary guidance program were: pre-post survey to determine any change in teachers' attitudes, understanding, and expectations of the counselor and the guidance program; a comparison by parents between an Oklahoma school's elementary guidance program and programs in other states and countries (the Oklahoma program was rated very favorably); a community survey to determine the impact made by a first year elementary guidance program; a pupil survey to obtain pupil reaction to the guidance program; a survey to determine the child's perception of the elementary school counselor; monthly in-service programs with teachers' pre-post opinions to determine effectiveness of scheduled in-service; special coordination efforts with other referral agencies such as: health, welfare, juvenile courts, police, Head Start, N.Y.C., Highway Patrol, Bureau of Indian Affairs, CHAP, and others; a vocational unit at fifth grade level using a control and experimental group and evaluated by a pre-post vocational instrument.

Some special group guidance activities carefully planned and evaluated were: aviation unit; riots and demonstrations; scheduled guidance units through an instructional center; What Is Love; individual differences; and numerous activities studying special areas relevant to the individual community.

In addition, each pilot school used an evaluation check sheet which was completed and not signed by each teacher. Counselors completed reports of interviews, conferences, group guidance activities, and other functions.

Each pilot program was directed by the Guidance Committee, coordinated by the counselor, and involved the entire staff.

Teachers are recognized as key people in the total guidance program. Some of their responsibilities in supporting and understanding the guidance program are usually defined as:

The realization that individualization of instruction is a goal toward effective teaching; it is hoped all teachers will teach from a "guidance point of view."

The ability to become aware of each pupil's needs and to attain increased skill in observation.

The knowledge of guidance services, resources, and consultative assistance.

The effective utilization of the counselor's assistance and the referrals of pupils to her.

The constant awareness of the relationship of vocational, educational, and social guidance possibilities and the subject matter being presented to make the combined instruction more meaningful to the pupils.

The ethical and effective use of information about pupils to help the teacher and counselor in their relationships with the pupil.

The cooperation with all staff members to improve the guidance program in the school and to help **all** pupils.

The provision of a classroom atmosphere conducive to learning and designed to give each child some measure of success.

During two weeks in June, 1967, a vocational guidance conference was conducted as a joint effort of the State Vocational Department and the Guidance Division of the State Department of Education. Twenty participants were chosen to attend and to prepare a draft for a guide, Vocational Guidance, K-12. The participants were drawn from superintendents, principals, classroom teachers, special teachers, vocational education teacher, and school counselors.

Consultants from the State Department of Education, the state universities and colleges, and public school systems were invited. This provided practical suggestions for a developmental process of a continuing introduction to an exploration of the world of work. Workshops were held at four locations to provide inservice in the use of this guide by teachers and elementary counselors.

A packet of material on elementary guidance has been compiled by the State Guidance Division and has been sent to schools with Title V, NDEA, and Title I, ESEA, guidance programs and to other schools who have indicated an interest.

In cooperation with the State Guidance Division, six schools, Burns Flat, Konowa, Oklahoma City (Creston Hills, Shidler), Tulsa (Hawthorne), Tahlequah, Wilburton, participated in Pilot Programs in elementary school guidance for 1967-68. Each school planned a program to meet the needs of the pupils in that particular school. Each school worked from the concept of a guidance program that is developmental and preventive as well as remedial. These programs were evaluated by the school personnel. A publication, **Pilot Programs in Elementary Guidance,** is available from the Guidance Division of the State Department of Education.

In 1968-69 six more schools, Elk City, Guymon, Oklahoma City (Mark Twain), Red Oak, Seminole, and Tulsa (Johnson), were added to the pilot school program. These schools represent large, average, and small communities in every section of the state. Many areas of special study were made and evaluated as well as the continued evaluation of the program by each school staff. A publication, **Pilot Programs in Elementary Guidance, 1969, Supplemental Report,** is available from the State Department of Education, Guidance Division.

State colleges and universities are increasing the offerings in the area of elementary school guidance and are conducting conferences which include sessions in this area. Counselor educators have cooperated in the pilot programs.

Much is yet to be done. However, the schools and dedicated counselors in the organized planned programs in Elementary School Guidance in Oklahoma are to be commended on the advancement and expertise shown in their elementary guidance programs. It is a hope that every elementary child will be able to attend a school which has an elementary guidance program.

Section VII

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SECTION VIII
APPENDIX

PUPIL PERSONNEL SERVICES

In addition to the elementary school counselor there are many others involved in pupil personnel services. These people are generally considered to be those employed by the schools as a part of a building staff or of the central office staff. Some such as the special education teacher will be school based and stay at that school, but many will work from a central office location even though they may be assigned to several specific schools in the system. Oklahoma Guides have been written for some of these pupil personnel service workers and these guides may be obtained by writing the supervising department or agency.

In this section no attempt will be made to include the many fine county, state, and federal agencies and personnel who help with school referrals. Instead, a brief listing will be made of some of the personnel in Oklahoma who are often referred to as a part of Pupil Personnel Services or Special Services.

School Counselor — Certified with Standard School Counselor, Provisional School Counselor, Temporary School Counselor, and Teacher-Counselor. Specified courses in guidance and counseling must be taken. These people are a part of the school staff. North Central schools, schools under Title V, NDEA, and schools with guidance projects under Title I, ESEA, must employ certified school counselors. The school counselors in Oklahoma are under the supervision of the Guidance Division of the State Department of Education.

Visiting Counselor/School Social Worker — Certified with a standard VC/SSW certificate or a provisional certificate. Their training is basically oriented to social work. They are not required to have teaching experience nor to have taken a course in guidance. They are required to have completed 16 semester hours of work in social work courses. Eight hours must be on the graduate level including one graduate level course in social work. The Visiting Counselor/School Social Worker is under the supervision of the Special Education Division.

School Psychologist — Certified with a Standard Certificate. This person has completed all course work leading to a Doctor's Degree, completed the appropriate internship, and completed the comprehensive examination.

Psychometrist — May be certified with a Master's Degree with emphasis on individual and group testing and educational measurements and statistics. The Psychometrist is under the supervision of the Division of Instruction.

School Nurse — Certified with a Public School Nurses' Certificate. Graduate Nurses are approved by the Oklahoma State Department of Health. By 1973 plans seem to be toward a degree in nursing which includes 21 semester hours of professional education courses. The school nurses' program is under the supervision of the Oklahoma State Department of Health.

School Physician — Holds an M.D. with emphasis in public health services. He is under the supervision of the Oklahoma Medical Association and the Oklahoma State Department of Health.

Attendance Worker — Has a teacher's certificate, or has been an attendance worker five years, or has been trained in social work.

Special Educational Personnel — Certified with temporary, provisional, or standard certificates. Course work is determined by the field in which the person is employed. Basic teaching divisions are:

Mentally Handicapped
Physically Handicapped
Perceptually Handicapped
Emotionally Disturbed
Visually Handicapped
Speech Disordered

These are under the supervision of the Special Education Division.

Reading Specialist — This program includes 30 hours taken in appropriate graduate courses or a Master's degree in reading. This designation will include full or part-time teachers in reading, clinicians, reading supervisors, consultants, reading diagnosticians, director of reading clinics, and helping-teachers in reading. These will be under the supervision of the Division of Instruction.

There appears to be a need in Oklahoma to define more clearly guidelines or areas of responsibility for all pupil personnel workers.

While there will be in any program dealing with children some overlapping of functions, it is hoped that some co-ordination of the various school services may be determined.

Following are excerpts from a pamphlet, **Scope of Pupil Personnel Services,** coordinated by Louise Omwake Eckerson, Specialist, School Personnel Services, and Hyrum M. Smith, Chief, Guidance Procedures and Techniques. This is a 1966 publication and may be ordered from the U.S. Department of Health, Education and Welfare, Office of Education, U.S. Printing Office, Washington, D.C.

Guidance Techniques

The concept of guidance has evolved from that of a service to be rendered at crucial points in children's growth to a view that guidance is a continuous developmental process. The increased recognition of the need for organized programs at the elementary level has led the elementary school to share the guidance role formerly assumed by the secondary schools.

Consultation With Parents And Teachers — One of the most effective ways available to counselors for accomplishing guidance objectives is consultation with parents, teachers (especially of elementary school pupils), and other adults who are cooperatively concerned with children's growth.

Counselors may work with parents in a variety of ways and for a variety of purposes. The occasion may be in response to an immediate problem, deadline, or crisis, or it may be a scheduled part of a planned developmental approach in which periodic conferences are arranged between counselor and parents throughout the school years.

It is highly probable that consultation with teacher will occupy a larger proportion of school counselor's time and attention in the years ahead.

The counselor can assist teachers with interpretation of test data and other background information, with individual counseling problems, with the use of occupational information, and with group procedures.

Supplementary Services — Though counseling, group guidance and consultation are the primary guidance functions which involve direct, skilled, professionally grounded interaction between the counselor and other people, several important guidance services supplement and support them.

Appraisal — An important foundation of the guidance program consists of background information which is accumulated about each pupil and made available for use in counseling as well as in certain other services, such as placement and research. Most of the work involved in collecting, recording, and filing these data can and should be handled by clerical personnel, though the counselor determines what data are to be collected and by what methods, and also studies the data for use in the counseling process.

The counselor is usually delegated leadership responsibility in developing a testing program, in cooperation with the administration and the teaching staff, so that appropriate tests may be administered at strategic steps in the development of children through the school year. Measures of academic aptitude and achievement are often administered at times when important decisions or curricular arrangements are about to be made. Measures of academic capacity may be administered just prior to the first grade (reading readiness), the fourth grade (beginning of the intermediate years), the seventh grade (in preparation for exploring various curricular tracks in junior high school), and the ninth grade (when important curricular decision, both general and specific must be made).

Teachers should take an active part in selecting tests and using test results so that these devices can serve their essential purpose in the total educational process.

Placement — In the elementary school, "placement" refers to the assignment of a child to an appropriate ability group, grade level, or special class. The counselor is frequently part of a team that considers multiple characteristics of a child before determining the group in which he will make the most progress.

Evaluation — Evaluation is a method of obtaining periodic checks on the effectiveness of all the guidance services. Evaluation sometimes takes the form of follow-up surveys. Such data often help suggest gaps in the guidance program.

Attendance Services

Functions Of Attendance Workers — Attendance programs offer a wide range of services. They usually vary, however, by size of school district and by location in an urban, suburban, or rural area.

The attendance worker identifies absentees who need more intensive assistance. The cooperation of community agencies is enlisted or the attendance worker resolves the problem of the school system and the community.

Juvenile Court Service — Chronic absentees who fail to respond to regular attendance services are referred to the juvenile court by attendance personnel. The help of the court is sought in protecting the child's right to an education.

Attendance personnel may serve as liaison between the juvenile court and the school system in cases where children have been delinquent outside of school.

Psychological Services

The Clinical Function — Today, the clinical function remains the predominant reason for the employment of school psychologists. The great majority of them devote most of their time to individual case studies of children referred because of learning problems, and to work with school staff, parents, community agencies, and pupils.

A clinical case study is not routine psychometrics, but a professional task which is time consuming, varied and which calls for the application of basic theory and the insight of experience in the interpretation of data.

One of the most common referrals to the school psychologist is the child being considered for placement in a special class for the mentally handicapped, gifted, emotionally disturbed, brain injured, or other types of exceptional children.

Frequent referrals are made of children known to have good intelligence, but who present general or specific learning problems.

Social Work Services — (In Oklahoma, this person is certified as Visiting Counselor/School Social Worker), the school social worker has four major areas of function according to Hyrum M. Smith and Jerry L. Kelly. He is a caseworker who counsels with students and their parents when this is appropriate. He is a collaborator who works cooperatively with other members of the school staff. He is a coordinator who serves as an agent to bring school and home, and school and community into better-working relationships. He is a consultant who is available to confer with other staff members even though he may not be directly involved with students or their immediate problems.

School-Community involvement is the area with perhaps the most exciting potential of all. The widespread concern about juvenile delinquents, dropouts, culturally deprived, and unemployed youth has led to a wave of new programs, culminating for the moment, in the antipoverty measures.

Speech And Hearing Services

The primary purpose of speech and hearing services is the remediation of disorders of human communication. The term "communication disorder" means an impairment in speech, hearing or language, or some combination of these.

The specialist who is concerned primarily with speech disorders is known as a speech pathologist, speech clinician, speech correctionist, and speech therapist. The person who is primarily concerned with disorders of hearing is called an audiologist. (In Oklahoma, this person is certified as a Speech Therapist.)

Types Of Communication Disorders — The types of speech disorders usually found in elementary and secondary schools are briefly defined.

- Articulation Disorder
- Speech Problems Due to Cerebral Palsy
- Speech Problems Due to Cleft Palate
- Speech Problems Due to Impaired Hearing
- Speech Problems Due to Stuttering
- Voice Problems
- Speech Problems Due to Delayed Speech Development
- Speech Problems Due to Aphasia
- Speech Problems Due to Mental Retardation
- Speech Problems Due to Bi-lingualism

Nursing Services

Functions — In relation to the administration of a local school health program, the school nurse gives leadership and guidance in its development and maintenance, and assists in planning and carrying out the nursing activities. She assumes a leadership role in the identification of those pupils with health needs that interfere with effective learning, and teaches school staff and others to recognize and report health deviation.

The school nurse gives first aid and emergency care and helps children develop improved attitudes toward health, acquire health knowledge, and assume personal responsibility for their own well-being. She cooperates with other pupil personnel specialists when referral of children is indicated.

Medical Services

Patterns Of Physician Participation — Every physician who in any way serves the health needs of a school age child or counsels him, his parents, or his teachers regarding any aspect of his physical or emotional well-being. is involved in the school health program. These physicians may be employed by the school or the health department to direct the school health program or perform certain services within it, but the majority are the personal physicians of the pupils.

The private physician is necessarily involved in the school health picture. As the medical adviser to the child and his family, the physician becomes related to the school whenever he advises or cares for the child.

The public clinic physician serves in lieu of a child's personal physician in some communities.

The school physician or school medical adviser has a wide and varied amount of responsibility. Ideally, he is a medical administrator; oriented toward both preventive medicine and education. In a large school system, he is invariably a full-time director with a staff of physicians serving as full-time or part-time consultants. He also directs the work of those in the allied health professions.

The community health officer often serves as school physician.

The following material (pages 158-167) was included by the Guidance Division of the Oklahoma State Department of Education as a part of their **Elementary Guidance Packet.**

BEGINNING AN ELEMENTARY GUIDANCE PROGRAM

Basic Questions

1. What are we doing now in organized guidance?
   What are our ojectives?
2. What are the needs of our pupils?
   How will we determine these needs?
3. What do we want to accomplish in elementary guidance this school year?

4. How shall we evaluate the elementary guidance program at the end of this year?
5. How shall we plan to do this?

ELEMENTARY GUIDANCE PROGRAM

Basic Steps

1. Begin to plan for the program.
   Administrators and the certified school counselor need to:
      Desire the program.
      Have necessary personnel.
      Provide materials and office facilities.
      Decide on the most effective means of involving the entire school staff in some phase of planning for the program. Understanding and participation by the staff is vital to the success of the elementary school guidance program.
2. Determine realistic objectives for the program based on the needs of the pupils in that particular school.
3. Appoint Guidance Committee.
   Meet with the committee to plan objectives.
4. Present plan to faculty.
   Decide what further meetings are necessary.
5. Define responsibilities of administrators, school counselor, teachers, and other personnel in the guidance program.
6. Discuss possible method of evaluating the program and any research studies that might have been planned.

IDEAS FOR EVALUATION OF ELEMENTARY GUIDANCE PILOT PROGRAMS

Step 1. Briefly list:
   Objectives of the program.
   Activities and techniques used to achieve objectives.
   Opinion or evaluation of objectives met effectively.

Step 2. Describe planned guidance activities conducted through the year with relation to:
   Pupils
   Teachers
   Parents
   Referral and other Personnel

Step 3. Basic problems encountered with:
   Administrators
   Teachers
   Pupils
   Parents
   Other

Step 4. Summary of counselor's monthly reports.

Step 5. Recommendations for program for next year.

COUNSELOR'S MONTHLY REPORT

School ____________________

Date ____________________

Planning Activities
    Guidance Committee
    Teachers

Administrative Duties (If any)
    (List)

Conferences
    Teachers
    Principal
    Superintendent
    Pupils
    Parents

Testing

Group Guidance Activities
    (Grade and Activity) or Unit
    Materials developed or prepared
    In-service or meetings
    New guidance materials ordered or received
    Films and/or filmstrips shown

Referrals made

Community Relations and Public Relations

Subjective Evaluation of months' work
    New or revised plan
    Recommendation for next month

IDEAS FOR AN IN-SERVICE SERIES

1. What is Elementary Guidance?
   Content—Background—Purposes—Organization
   Function—Objectives.
2. Responsibilities of Staff.
3. Group Guidance Activities and Units.
4. Guidance Materials, Films, Filmstrips, etc.
5. Identifying Children With Special Needs.
6. Counseling.
7. Referrals and Community Agencies.
8. Evaluation—Research—Follow-up.
   Strengths and Weaknesses.
   "Curriculum — the WHAT of education,
   Instruction — the HOW of education,
   Guidance — the WHY of education"

SUGGESTED BASIC PROGRAMS FOR ELEMENTARY GUIDANCE

Basic Premises

The program should provide for **ALL** children.

The program should be balanced between direct services to children and working with teachers and parents.

The program should actively involve all staff members and should utilize the services of other pupil personnel workers and referral agencies and sources.

The program in the school setting should be geared to the broad range of "normal" children rather than only the children with intense emotional problems.

The program should be continuous and be developmental and preventive, as well as remedial.

The program should include:

1. A Guidance Committee
   Cooperative working relationship with teachers, administrators, and referral personnel.
   Written objectives for the year.
2. Identification of Pupils' Needs
   Testing—Interpret and Utilize
   Cumulative Records
   Consultation.
3. Counseling with
   Children
   Parents.
4. Placement
   From results of identification academic
   Referrals.
5. Referrals Sources and Personnel
   Personal
   Physical.
6. Group Guidance
   (Classroom units or activities, homeroom, assemblies, field trips, resource speakers, films, filmstrips, etc.)
   Educational
   Social-Personal
   Vocational.
7. Research, Evaluation, and **Public Relations**
   Continuous evaluation of effectiveness.
   Monthly report of counselor.
   Annual evaluation for use in future planning.
   Continuous public relations program to insure understanding of the elementary guidance program and what it offers to children and parents.

8. **Follow-up**
   Placement
   Individual and group needs
   Surveys or Research.
9. **Curriculum**
   Flexible to meet needs of pupils as shown by program.
10. **Early planning of the next years program based on evaluations and reports of previous year.**

TEACHER EVALUATION

In order to be able to plan for a more effective guidance program for the school year 1968-69, will you please give us your evaluation of the effectiveness of the elementary guidance program for 1967-68? — Please be frank.

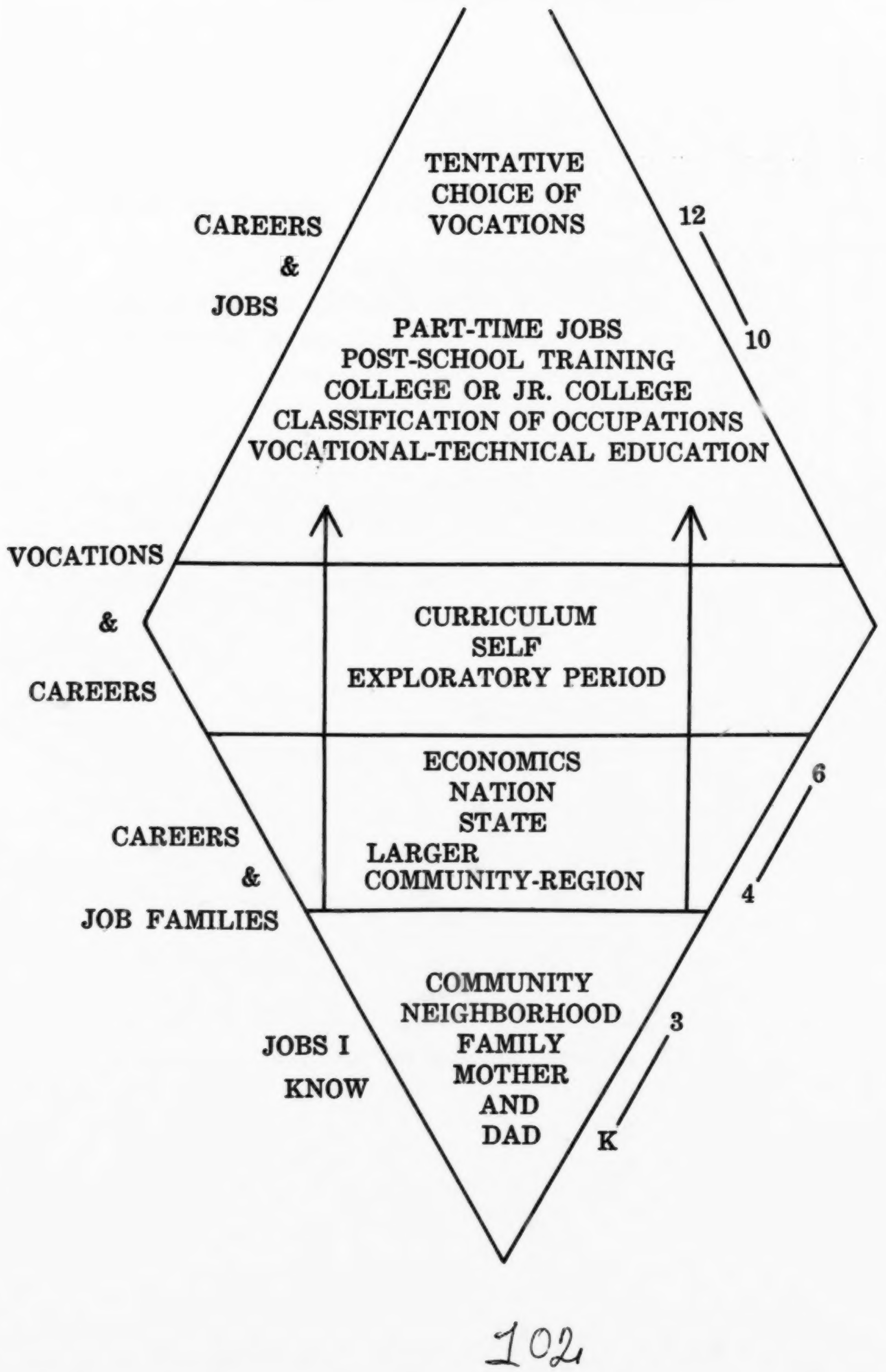
Excellent	Very Good	Good	Fair	Poor	
					1. The staff cooperated in planning and implementing the guidance program for 1967-68.
					2. In-service provided for the staff helped teachers understand the elementary guidance program and each one's responsibility to it.
					3. Pupil's needs were identified and pupils referred were promptly seen by the school counselor.
					4. Conference with the teacher and follow-up by the counselor were made when the referred child returned to the classroom.
					5. Placement in special classes was made where possible.
					6. The testing program was adequate and tests were well chosen.
					7. Tests were interpreted and utilized by the teacher to help the children in his classroom.
					8. Curriculum was changed to meet the needs of the pupils in the room.
					9. Group guidance activities or units were conducted in each room.
					10. The effectiveness of group guidance activities or units in these areas. Vocational Social-personal Educational.

TEACHER EVALUATION — CON'T.

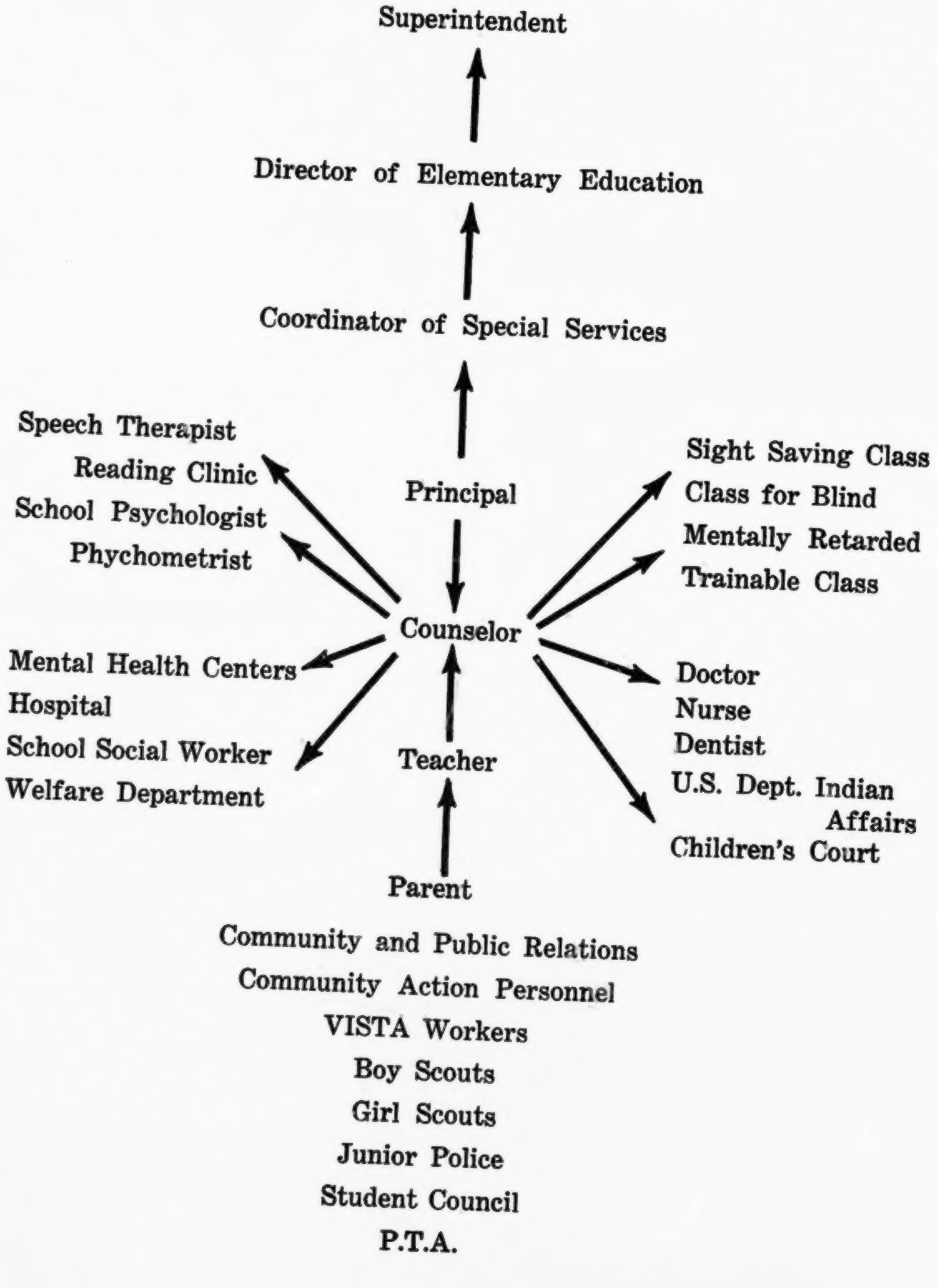
Excellent	Very Good	Good	Fair	Poor	
					11. The counselor worked cooperatively with teachers in
					Identifying pupils' needs.
					Identifying pupils' strengths and weaknesses.
					Understanding tests and use of test results.
					Placement in special classes.
					Counseling children.
					Parent-teacher conferences.
					Referral follow-up.
					Group Guidance Techniques.
					12. The elementary guidance program has improved the service and assistance given by the teachers and the school to each child.

PLEASE LIST

13. Principal strengths of the program:
    1.
    2.
    3.
14. Principal weaknesses of the program:
    1.
    2.
    3.
15. Recommendations for next year's program:
    1.
    2.
    3.


TENTATIVE
CHOICE OF
VOCATIONS
CAREERS
&
JOBS
12
10
PART-TIME JOBS
POST-SCHOOL TRAINING
COLLEGE OR JR. COLLEGE
CLASSIFICATION OF OCCUPATIONS
VOCATIONAL-TECHNICAL EDUCATION
VOCATIONS
&
CAREERS
9
7
CURRICULUM
SELF
EXPLORATORY PERIOD
ECONOMICS
NATION
STATE
LARGER
COMMUNITY-REGION
CAREERS
&
JOB FAMILIES
6
4
COMMUNITY
NEIGHBORHOOD
FAMILY
MOTHER
AND
DAD
JOBS I
KNOW
3
K

ORGANIZATIONAL PLAN FOR ELEMENTARY GUIDANCE


Superintendent
Director of Elementary Education
Coordinator of Special Services
Principal
Speech Therapist
Reading Clinic
School Psychologist
Phychometrist
Sight Saving Class
Class for Blind
Mentally Retarded
Trainable Class
Counselor
Mental Health Centers
Hospital
School Social Worker
Welfare Department
Doctor
Nurse
Dentist
U.S. Dept. Indian Affairs
Children's Court
Teacher
Parent
Community and Public Relations
Community Action Personnel
VISTA Workers
Boy Scouts
Girl Scouts
Junior Police
Student Council
P.T.A.

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